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**ABSTRACT**

The material in this extensive resource book was compiled to assist teachers in working with Adult Basic Education students in the area of social and personal development. The material was gathered from a variety of sources for use by a variety of teachers with a variety of students; therefore, teachers should not be expected to teach everything in the book to every student. This book contains a collection of "starters" to make small group work deeper and more effective for participants. Because no attempt has been made to impose a schedule or specific approach to the group experience, group leaders must choose what will work for them and for their particular group. Some of the designated lessons require that the leader have training in small group work, relevant additional course work and experience in human relations groups. The six broad categories into which the manual is divided include: (1) personal skills; (2) human relations; (3) money, Management and family life; (4) health education; (5) community and leisure; and (6) citizenship and government. (Author/PC)

ED103766

RESOURCE BOOK FOR  
DEVELOPMENT OF PERSONAL  
AND SOCIAL SKILLS  
IN THE ADULT BASIC EDUCATION  
PROGRAM OF MANITOBA'S COMMUNITY COLLEGES

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R3C 0V8

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## PREFACE

The material in this resource book has been compiled to assist teachers in working with Adult Basic Education students in the area of social and personal development. The material has been gathered from a variety of sources for use by a variety of teachers with a variety of students. No attempt should be made to teach everything in the book to every student. The needs of each group of students and each individual student must be determined, the conjunction with the student(s), and the resource unit selected to assist them to better cope and hopefully overcome problem situations.

This book represents the first draft and we would be pleased to hear from the users of their successes and failures when using the various units so that appropriate changes can be made. We would also like to receive information about other material and techniques which have been used successfully to assist ABE students in developing their social and personal skills.

We feel that teachers working in the area of social and personal development will benefit from training and experience in working with small groups and recommend that every effort be made to obtain this. There are units in the resource book which should not be used by the teacher unless they have some background in small group situations -- these have been identified.

We would like to acknowledge the willingness of the New Mexico Adult Basic Education Division to allow us to reproduce their publication Personal Growth Curriculum.

The resource book is primarily the work of Lila Larson who was assisted by Vonnie Grafton in identifying suitable materials. Lila put in many hours

of her own time to ensure that the book was completed in the short time available. Her enthusiasm and vitality are qualities that we hope will be matched by those of you using this book. Please feel free to contact us with any suggestions you have for improving this resource book.

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**CAUTION:** Do not attempt to use the Resource Book without carefully examining and considering the suggestions in the foreword.

\*  
**GUIDELINES FOR USE**

This book is a collection of resource lessons and related materials to be used specifically with an adult population. Suggestions are offered to help group leaders to structure their own groups in a variety of settings, taking into account both the varying leadership styles and the unique needs of the group members.

This book is a collection of "starters" to make small group work a deeper and more effective experience.

Because no attempt has been made to impose a schedule or specific approach to the group experience, you, the group leaders must choose what will work for you and for your particular group. What works well for one leader, or for one group, may not work as well with another. This means that you must be aware of your own style and your own strengths and weaknesses.

The small group setting makes available more time for each member to experience and participate in the session, to discuss issues and attitudes, to become more aware of self and the group process. The small group setting offers an effective way to meet the needs of most group members in an informal atmosphere, where members can freely share their feelings and concerns with their peers. Small group sessions tend to increase the effectiveness of one-to-one counselling, because the group leader is in constant touch with the concerns, attitudes and values of the particular member and age group involved.

These exercises are not sacrosanct and should be deleted, revised, put in other sequences or added to whenever the situation demands it. What is appropriate, at the moment, is what is appropriate.

The content of the lessons as set out is felt to be available for classes in many subject areas and it is suggested that the lessons be used whenever the time seems to be appropriate in any subject area.

To begin working together as a group a suggested list of lessons is included. These lessons could cover a period of the first few weeks of a group starting out.

The times as suggested are given as guidelines only for each of the activities. These times should not become restrictive in nature if the need is to continue or to

cut it short.

The leader may find that one of the six major areas is of particular interest to the group, or that parts of several are of interest or that the group may not wish to pursue any of the areas. The needs of the group would then determine the course of action taken by the leader.

\* The lessons designated with an asterisk (\*) are marked in this manner so that the group leader is cautioned. The caution is to suggest that a careful look be taken at the objective and the activities which are suggested in that lesson before undertaking the lesson with a group.

The group leader may choose to select one or more of the suggested activities, substitute more relevant activities or to omit the entire lesson.

There may be occasions when the group leader would prefer not to deal with the topic suggested and it is to be hoped that the topic would then be omitted or referred to someone else - perhaps a guest speaker could be called upon, a field trip arranged, a film shown or some other means of dealing with that topic could be found.

For some of the \* designated lessons, training in small group work, relevant additional course work and experience in human relations groups would be helpful for effective group leadership. The leader may feel that he/she does not have enough experience to refer to in presenting a particular topic and would therefore choose to omit that topic. Such a choice would be an example of awareness and insight as to the strengths and weaknesses of the leader and is to be commended as a desirable course of action.

KEY TO COLOR CODES

Color

Description

Goldenred  
**WHITE**

Introduction

Pink

Unit I Personal Skills

Green

Unit II Human Relations

Yellow

Unit III Money, Management and Family Life

Blue

Unit IV Health Education

Buff **PINK**

Unit V Community and Leisure

Salmon

Unit VI Citizenship and Government

White

\*

Lessons which suggest a reference  
to the Guidelines for Use before using

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SUGGESTED ORDER OF LESSONS FOR THE BEGINNING  
OF THE PERSONAL GROWTH AND DEVELOPMENT AREA OF ABE

- 101 Presenting yourself and meeting people
- 203 Non-verbal communication
- 207 Group decision (consensus)
- 102 Survey of Life Skills
- 103 Listening to others
- 104 Responding to other contributions
- 109 Handling responsibility
- 206 Learning helpful behaviors in groups
- 201 Identifying assumptions
- 205 Depending on others
- 204 Expressing trust in the group
- 110 Building strengths of the individual
- 113 Solving problems with a system

**\*\* This is only a suggested order, you may prefer to use another order. Remember to use exercises which seem to be workable for you. You may not choose some of the activities suggested at all. You may wish to substitute your own. Good.**

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NOTE: Specific details of the content of the activities will be found in the references to the four sources given above.

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UNIT I

PERSONAL SKILLS

Unit I - Personal Skills

Item A - Introduction

101

Subject - Presenting yourself and meeting people

Objective - To identify mutual interests by naming own and acknowledging other by word or gesture

Format of activities:

Any one or more of the following suggested activities may be used in dealing with this subject. It is suggested that the group leader choose an activity that he/she would feel most comfortable with when presenting the topic to the group.

**Activity 1. Ten Persons I Am**

**Source:** Counsellor's Resource Book for Small Groups in Guidance

Unit 2, p.1, #2.

**Time:** 50 minutes - See Appendix A

**Activity 2. Have and have nots**

**Source:** Counsellor's Resource Book for Small Groups in Guidance

Unit 2, p.3, #10

**Time:** 50 minutes - See Appendix A

**Activity 3. Self-description**

**Source:** Counsellor's Resource Book for Small Groups in Guidance

Unit 2, p.2, #3

**Time:** 50 minutes - See Appendix A

**Activity 4. Self-description**

**Source:** Counsellor's Resource Book for Small Groups in Guidance

Unit 2, p.2, #4

**Time:** 50 minutes - See Appendix A

Activity 5. First Names, First Impressions

Source: A Handbook of Structured Experiences,  
Volume II, #42, P. 95.

Time: 50 minutes.

Activity 6. 20 Loves

Source: Values Clarification: A Handbook of  
Practical Strategies for Teachers and  
Students.

Simon, Sidney, L. Howe, H. Kirshenbaum.

New York: Hart Publishing, 1972.

pp. 30-34

Time: 50 minutes.

Conclusions - Have the group assess the following questions:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

- Have the groups reach a concensus opinion as to whether the original objective was achieved or not
- Note the opinions of individuals who do not agree with the consensus and discuss the reasons for non-agreement if they are willing to discuss them

Related materials -

- Origin - 1. Counsellor's Resource Book for Small Groups in Guidance  
2. A Handbook of Structure Experiences in Human Relations  
Training, Volume II

APPENDIX A

SELF-CONCEPT

UNIT 2

Self-Concept

Objective:

To determine how your "idealized self differs from your 'real self'".

Content Summary:

Give a brief summary of theories of self (can be omitted at lower grades):

Karen Horney's four selves (reputational self; idealized self; personal self; real self)

Carl G. Jung's "persona" (role); Shadow (antithetical self)

Antithetical Selves from the arts: (good and bad "Angel", Dr. Jekyll and Mr. Hyde)

Freud's Concept of Self; The Id, Ego, and Superego: (Id is the infantile "beast within" or primitive self; Ego is the conscious self, mediator; Superego is the conscience, the Puritan or parent within.)

Method and Activities

1. Reproduce SELF-CONCEPT INTROSPECTION TEST (attached) and use as directed. Variation: Assign numerical value to levels 1, 2, 3 and draw up statistical analysis of the group's results. Discuss.
2. Ten of me; ten likes: Have students tear a blank sheet of paper into 10 pieces. On each piece complete the statement "I am a \_\_\_\_\_". For example: I am a student. Tell them to think about what they wrote and make any changes they wish. Have them put one of the 10 slips down, "the one that describes a role you feel you could give up with the least change in your life. Think how you feel about that." "Then, continue putting down one slip at a time. Pause to think about it. Don't rush." Have them look through the papers again and change the order if they wish. Counsellor should lead off the discussion by reading off his/her list and tell feelings. Ask for volunteers to read and comment on their list.

Support those who are unwilling to participate or who have little to say about their choice and feelings. Have them use 10 other slips to write activities they enjoy doing (watching TV, movies, etc.). This time have them match the activity to one of

the roles they identified. When finished, discuss problems matching activities to persons or roles. Discuss discoveries which were made using this technique - assumptions, perceptions, problem areas, inconsistencies, exaggeration, role conflict, etc. It is normal to have several activities clustered around a role with some roles without activities, or to have activities which cannot be associated with a role. This provides a unique opportunity for self-discovery.

3. In dyads, one partner describes himself/herself for three minutes. The other partner listens only, cannot speak, nor even nod. Reverse. Then original listener speaks for two minutes, describing how he/she thinks partner feels about himself/herself. Then, for three minutes there is a free give-and-take mutual conversation about each other's self-concept. This activity develops communication, congruence, listening skills and helps self-awareness and understanding others. Variation: Using same technique, have students describe their parents. Other possibilities: friends, school, life, the world, etc.
4. In small groups (4-6), imagine you are talking on the phone to a stranger who will meet you for the first time at the airport. Describe yourself to him/her. Allow 3 minutes each, then discuss how self-concept determines to a great extent how we describe ourselves to others.
5. METAPHORS. "If you had to be something other than yourself, what would you be?" Have each student write down their choices privately on a piece of paper. Have each student identify and briefly explain choice.

Animal or bird

Plant

Any object

Furniture or household furnishing

A food

Another person

A nation

Kind of countryside (ocean, mountain, forest, desert, etc.)

Symbol

Only the student has a complete list of his/her choices. Discuss what the choices mean - the pattern which emerges describes the student's self-concept. Begin with your own choices if you wish.

6. Using Karen Horney's four selves, have students describe themselves in the context of each self. "Does anyone have any more selves? Anyone have difficulty with any of the four (which one)? Do you agree with these theories?"

7. Using Jung's persona concept, have students write down the roles they play or those they see in others (using no names). Discuss how assuming some role is unavoidable but how important it is to keep it in balance. Discuss extremes. The ideal role is to be yourself. Which roles do they like, dislike? Why? What does this tell them about their own self-concept?
8. Collect photos of young people in various settings and number them. Have student pick person they think they'd like to meet. Pick person they'd least like to meet. Why? What does this tell about self-concept? Variation: Use travel photos and have student select picture which most appeals to him or her. Why?
9. Have each student's name spoken by other group members in a normal tone and manner, then vary the delivery from a whisper to an angry shout. Say it with ridicule, impatience, etc. Discuss how it felt deep inside, which way was most objectionable? Most acceptable? Why? What does this tell you about yourself?
10. Arrange 10 objects in front of the group (dollar bill, pen, key, book (title concealed), notebook, etc.) Have each student tell which object he or she would most and which he would least like to have. They briefly explain why. Afterwards, note similarities and differences. Discuss how some students seem to have similar wants, how there are individual differences as to like, dislikes.
11. Give paper, crayons, pencils, and have students draw a picture of themselves. Then, each person describes his or her picture to the others. On the back of the paper have them list 10 positive things about themselves. Rank them in order of importance. Encourage each member of the group to share the five most important positive traits on the list.
12. To help students to better understand themselves through a systematic bombarding with positive feedback about their strengths; have a student be "it". He or she is told of his/her strengths (and only strengths) by the other individuals of the group. Rotate. Variation: Another variation is to have a session devoted to one or two persons at a time who are trying to achieve a new goal. As each individual speaks of his experience (often his frustrations) the members of the group "bombard" him with their assessments of his strengths.

This may be followed up by additional sessions for each individual depending on his progress and with 1-to-1 counselling. This approach seems to work most effectively with a group that has had time to become reasonably well acquainted with each other.

Follow-up: Each individual describes his reaction. A general discussion as to the purpose and effects of the exercise may be helpful. If students ask for negative feedback, for constructive criticism, establish a ratio of one negative observation for every one or two positive comments.

13. I'VE GOT A SECRET. Each student secretly writes a sentence or short paragraph describing something about themselves they haven't shared with the group. The unsigned papers are put in a box and read, one at a time, by the counsellor. The group discusses each. This reassures the writer that others accept him/her anyway and that many others may have the same private thoughts and concerns.
  
14. Using pictures like the TAT, preferably human interest photos taken from magazines and newspapers, and in small groups (4-6), have students create stories (what happened before, now, and what will happen in the pictured situation.)

## Introspection Test

### Method:

Read through each of the following items. Encircle the number in the left hand column you feel you should be.  
GO DOWN THE LEFT HAND COLUMN FIRST - ALL THE ITEMS.  
#1 is a high degree of ability; #2 is a moderate degree; #3 is little or no ability. COVER OVER THE LEFT HAND COLUMN and proceed through the list a second time. This time check off the degree of the abilities which you feel you really have (right hand column marked "Real Self").

IDEALIZED SELF			ABILITY OR TRAIT	REAL SELF		
1	2	3	1. Liked, <u>accepted</u> by others	1	2	3
1	2	3	2. Controls <u>temper</u>	1	2	3
1	2	3	3. Communicates well, expresses self verbally	1	2	3
1	2	3	4. Communicates well, expresses self in writing	1	2	3
1	2	3	5. Learning	1	2	3
1	2	3	6. Willingness to listen to others	1	2	3
1	2	3	7. Interest in persons of the opposite sex	1	2	3
1	2	3	8. Working with persons of lower rank or status	1	2	3
1	2	3	9. Working with persons of equal rank or status	1	2	3
1	2	3	10. Working with persons of higher rank or status	1	2	3
1	2	3	11. Making friends easily	1	2	3
1	2	3	12. Making decisions; problem solving	1	2	3
1	2	3	13. Time and effort put into self-improvement	1	2	3
1	2	3	14. Self-awareness; self-understanding	1	2	3
1	2	3	15. Self-acceptance; self-confidence	1	2	3
1	2	3	16. Understanding and awareness of others	1	2	3
1	2	3	17. Courage; perseverance; fortitude; inner strength	1	2	3
1	2	3	18. Concern for others; caring about others	1	2	3
1	2	3	19. Sense of fulfillment; satisfaction; contentment	1	2	3

IDEALIZED  
SELF

ABILITY OR TRAIT

REAL  
SELF

1 2 3

20. Help establish, maintain, happy  
family relationships

1 2 3

-----

Examine similarities and differences in the above list. Think about them. Make copies of this test and have friends rate you in the right hand column (do not have them sign their names and try to collect them all at the same time and place so as to keep results confidential). In this way, your results will more accurately describe your real self.

Resources:

The Man and His Ideas, (Du Hon D-282), Gordon Allport, 1971.

Primer of Freudian Psychology, Calvin Hall.

The Portable Jung, C. G. Jung, (Viking p. 70), 1971.

The Undiscovered Self. C. G. Jung.

Neurosis and Human Growth, Karen Horney.

The Courage to Be, Paul Tillich.

Becoming, Gordon Allport.

Unit I  
Item A  
102

Subject - Survey of Life Skills

Objective - To identify the skills possessed and those which the group members might wish to develop

Format of Activities:

Activity 1. Why Are You Here?

Source: Life Skills Coaching Manual, p. 45

Time: 50 minutes

Activity 2. Life Skills Check List

Source: Life Skills Coaching Manual, pp 47-53

Time: 50 minutes

Activity 3. Twenty Things You Love To Do

Source: Simon, Sidney, Leland Howe and  
H. Kirshenbaum. Values Clarification.  
(New York: Hart Publishing, 1972).

pp 30-34

See Appendix A

Time: Approximately 50 minutes

Conclusions - The group members discuss skills they would like to develop and those they already have

Related materials -

Origin - 1. Life Skills Coaching Manual

APPENDIX A

STRATEGY NUMBER 1

TWENTY THINGS YOU LOVE TO DO

Purpose

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

Procedure

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign (\$) is to be placed beside any item which costs more than \$3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.

5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

### To The Teacher

This strategy can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances, he likes to engage in the chosen activity.

Or the teacher might ask the student to choose one of the items on his list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from the activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list. (See Strategy Number 12.)

I Learned Statements' (Strategy Number 15) are an excellent follow-up to this strategy.

### Additional Suggestions

The teacher might want to add additional elements to the coding system suggested above. Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.
2. Put an I next to any item which involves INTIMACY.
3. Mark with an S any item which can only be done in one particular SEASON of the year.
4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.
5. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.
6. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.

7. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.
8. Put the letters CH next to things you have listed which you hope your own CHILDREN will have on their own lists someday.
9. Which items on your list do you feel nobody would conceivably REJECT you for loving? Code them with the letters RE.
10. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.
11. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.
12. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.
13. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.
14. Next to each item write the name of a person you want most to talk to about that specific item.
15. Write the letter F next to those items which you think will not appear on your list 5 years from now.

**Subject** - Listening to Others

**Objective** - To have the group converse with one another, using feedback to  
practise the attending skills of eye contact, body posture, verbal  
following.

**Format of activities:**

**Activity 1. Attending behaviors**

**Source:** Life Skills Coaching Manual (modified by  
Lila M. Larson)

pp. 59-64

**Time:** 3 hours

See Appendix A

**Activity 2. Careful Listening**

**Source:** Barbara Dodds and Gene Stanford (unpublished)

**Time:** Approximately 50 minutes

See Appendix B

**Activity 3. Using "Attending Behaviors" in Listening**

**Source:** Counsellor's Resource Book for Small Groups in Guidance  
Unit 104, p. 4

**Time:** Approximately 50 minutes

See Appendix C

**Activity 4. Understanding in Communication**

**Source:** Counsellor's Resource Book for Small Groups in Guidance  
Unit 104, pp 5-8, activities 1 & 2

**Time:** Approximately 50 minutes

See Appendix D

**Activity 5. Communication Skills - Listening & Analysis**

**Source: Counsellor's Resource Book for Small  
Groups in Guidance**

**Unit 104, pp. 9-10**

**Time: Approximately 1 hour**

**See Appendix E**

**Related Materials -**

1. Fast, T. J. Body Language
2. Poiret, M. Body Talk
3. Nierenberg, G. I., H. H. Calero How to Read A Person Like A Book

**Origin -** 1. Life Skills Coaching Manual (modified by Lila Larson)

2. Barbara Dodds and Gene Stanford (unpublished)

APPENDIX A

Subject - Attending behaviours

- a) Have the group break into three's, decide who is A., B. and C.
- b) Gather all A's together and ask them to observe the conversation between B and C when they go back to their group, under the following:
  - i) eye contact - whether B and C look directly at each other while listening or speaking
  - ii) body position - whether the listener exhibits body posture that supports the speaker or not
  - iii) verbal following - whether B or C restate the message to indicate and/or increase understanding
- c) B talks to C for 2-3 minutes about what he/she was doing before returning to school
- d) Reverse. C talks to B for 2-3 minutes about what he/she was doing before returning to school
- e) A reports to B first what he observed under eye contact, body posture, verbal following  
- A reports to C
- f) Chose a person to work with, call all of the groups together to watch you model the non-attending behaviors for 2-3 minutes  
- Your partner talks to you about why he/she would like to go to (a new show, the hockey game, etc.) and wants you to to too  
- You model the following:
  - i) don't look at the speaker, look at your shoes, the ceiling, etc.
  - ii) slump in your chair, head back, or forward, arms folded, legs crossed, etc.
  - iii) chew gum, yawn, turn away, throw in an occasional "yeh"
- g) Ask the speaker how he felt as you performed
- h) Have the speaker talk to you about the importance of a library, gym, cafeteria, etc. in the school  
- You now model the attending behaviors of:
  - i) look directly at the speaker, follow hand gestures

with your eyes

- ii) be comfortable in your chair, relax your muscles, concentrate on the HERE AND NOW
  - maybe lean forward, elbows on the table, on the back of the chair, on your knees, use hand gestures when speaking, raise your head
- iii) nod in agreement, laugh or smile at a joke, express agreement or feelings about his remarks, add to what was said, or ask questions to better understand what was said, e.g. "I don't quite understand you"
  - "That's a new idea"
  - "Would you say that another way"
  - "If I follow you correctly, you have told me..."

- 1) Have the small groups practise the correct attending behaviors with A telling B and C how he felt while observing B and C in conversation
  - Each person in the group should have a chance to practise the attending behaviors in their group

APPENDIX B

Subject - Careful Listening

- a) General Introduction
- b) Have the group break into five's, identify 2 presenters and 3 observers
- c) the two presenters are given a question or issue and told to present the two sides (5 minutes each)
- d) the 3 observers are then called on to summarize the differences between the two positions
- e) The two presenters judge the most accurate summary
- f) Repeat until all members have been called on to summarize

APPENDIX C

Using "Attending Behaviours" in Listening

Grade Level: Jr. - Sr. High

Objectives:

To help students to learn and use interpersonal communication skills known as "attending behaviours" to improve everyday communication.

Definition:

"Attending Behaviours"

- a) eye contact:- an attempt to look the speaker in the eye, in a varying gaze; following his hand gestures with your eyes, etc.
- b) body posture and gestures:- take a comfortable position in your chair - relax your muscles - look and feel comfortable and give your full attention to "here and now"
- c) following behaviour: - behaviour which tells the other person of your attention - such as: nodding in agreement, smiling at a joke, making comments where appropriate, etc.

Activities:

- a) Divide the group into triads and assign one member the role of spectator. The other two members are to attempt to learn as much about each other as possible in a limited time (approx. 5 min.).
- b) After Activity (a) is complete, call one member from the group to work with you, the counsellor in the same exercise as in (a). The students should be told to watch carefully how you, the counsellor, use "attending behaviours". The counsellor then should use the three "attending behaviours" while interviewing the student.

Following this activity the counsellor should discuss the "attending behaviours" he used and the reason for using them.

Discussion:

The students who played the role of spectator during the original interviews should comment on the behaviours which they recalled which either contrasted with or agreed with those "attending behaviours" which you outlined.

The behaviours which are seen as positive ones could be recorded on the chalkboard as they are being mentioned. The counsellor could arrange further practise sessions later on to reinforce the "attending behaviours".

APPENDIX D

UNDERSTANDING IN COMMUNICATION

Grade Level: Jr. High

Objective:

To make students aware of:

1. The difficulties they can experience when verbally communicating.
2. Leadership functions.
3. The importance of feedback.

Activities:

1. Back to back experiment:

- a) Setting: There should be two desks in the middle of the class with the rest of the desks in a horseshoe shape around them.
- b) Material: Two open-top boxes - one on each desk. In each box there should be many objects - up to 15. These might include pen, pencil, eraser, ruler, etc. Each box should have exactly the same objects.
- c) Instructions:
  - 1) To the class: Ask them to note any difficulties in the communication that goes on.
  - 2) To the two people who are involved:
    - i) One-way - One of them is to tell the other how he is putting the objects with respect to each other, and the other is to do the same without asking any help so that the arrangement looks the same from where the teacher is sitting. The first can put them any way he wants.
    - ii) Two way - Pick two other people and their instructions are the same except that they are allowed to talk to each other and ask each other questions.
- d) On Board: Put up differences that the class noted between one-way and two-way communication. Some might be:
  1. in one-way (a) the two people do not have feedback and do not know how the other is doing. (b) the non-speaker will become emotional. (c) success depends on how proficient the speaker is.
  - ii. in two-way - improvement in understanding.

2. Squares experiment (see next page):

- a) Setting: One person directs the rest of class.
- b) Materials: The individual at the head of the class has two pieces of paper containing a number of squares arranged in a certain order (the two arrangements are different). Each shape is lettered.
- c) Instructions:
  - 1) To the individual - he must describe to the rest of the class how to draw an exact replica of the squares he has on his sheet. The first time there is no feedback and the second time the class can ask questions.
  - 2) To the class - each has a piece of paper on which he is to draw what the "leader" tells him to, or what he thinks he is being told. The second time, he may ask questions. They are to compare their drawings with the original.
- d) Summary: Ask the class if there is any difference between the likeness of the first they did to the original compared to the second. Ask what the difference could be attributed to.

Answers: Better diagram in the two-way communication. Why?

- (on board)
- a. less chance of error
  - b. more likely to correct errors
  - c. more involved in two-way
  - d. more heads together on problems

Summary Discussion:

1. Apply feedback stresses to teacher-student situation. If neither receives the necessary feedback, there will be faulty communication.
2. What about reference to leadership? One-way communication implies authoritarian setup.

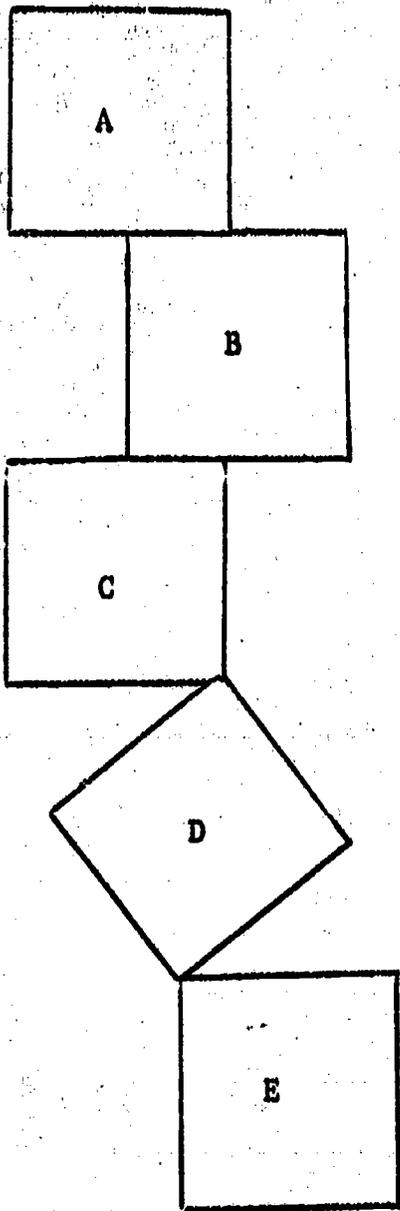


FIGURE I

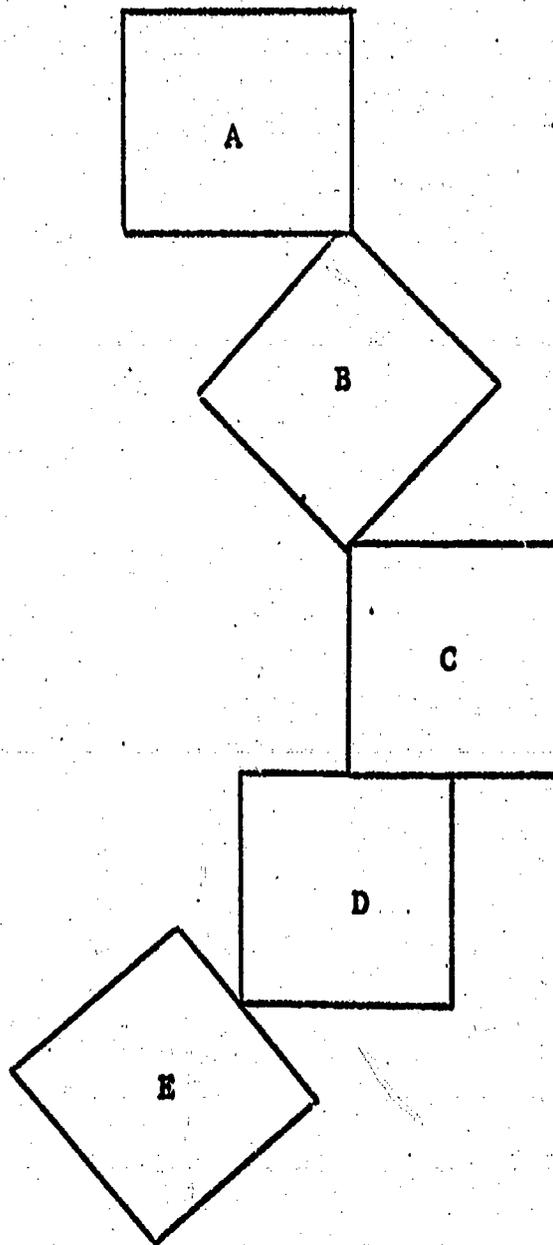


FIGURE II

## Leadership and Communication:

The purpose of the next two lessons is to illustrate: how the role of leadership in a group facilitates (or hinders) communications in different types of situations that the group is involved in, the personal characteristics that contribute to an effective leader, and how these characteristics may vary depending on the nature and purpose of the group. Thus, a group is likely to have leaders for various purposes rather than a leader.

There are two major types of leadership - task or group achievement leadership which helps a group reach a goal, and social-emotional leadership which is more oriented toward building morale and/or keeping the group together. The two types call for different personal qualities and are likely to be filled by different individuals.

## Reference:

Acknowledgements to the B. C. Teachers' Federation Lesson Aids Services  
- #2309.

APPENDIX E

Communication Skills - Listening and Analysis

Grade Level: Jr. - Sr. High

Objectives:

To illustrate some steps in logical analysis.

To illustrate some pitfalls in analysis: - weak listening ability to group, - personal bias.

Activities:

- a) Class members are divided into groups of six members each. Each member is given one card on which one of the following clues has been written.

Clues

1. Mr. Abel is a bachelor and slightly bald.
2. The counsellor is the stenographer's son-in-law and drives a Firebird.
3. Mr. Anderson is 25 years old.
4. The assistant principal is the principal's grandson.
5. Miss Evans is the Chemistry teacher's step-sister and comes from Regina.
6. Mr. O'Connor is a neighbour of the principal, who has two sons.

- b) Pass out copies of - "Instructions to Group Members" on next page.

- c) Answer Key - Principal - Mrs. Sealy  
Asst. Principal - Mr. Abel  
Counsellor - Mr. Anderson  
Stenographer - Mr. O'Connor  
Chemistry teacher - Miss Fields  
Clerk - Miss Evans

- d) The solution should show why according to the clues that only one person can fit each position.

- e) The large group assembles to discuss their results and reactions.

### INSTRUCTIONS TO GROUP MEMBERS

1. Do not show your cards to the other members of your group. You must give your clues orally.
2. By listening to the clues of each group member and by using analysis skills, fit the right person to the right job.
3. The people listed in the left-hand column all work in one school. Listed in the right-hand column, but not necessarily in order, are the jobs in the school.

Mr. Abel  
Mr. O'Connor  
Miss Fields  
Mrs. Sealy  
Miss Evans  
Mr. Anderson

Principal  
Assistant Principal  
Counsellor  
Stenographer  
Chemistry Teacher  
Clerk

4. Your group should select a secretary. In your solution, you should show why, according to the clues and the above information, only one person is possible for each job in the school.

Subject        Responding to Other Contributions

Objective      Learning to respond to other contributions, rather than  
just adding unrelated new ideas.

Format of Activities

**Activity 1. Responding to other contributions**

Source: Barbara Dodd & Gene Stanford (unpublished)

Time: 50 minutes

See Appendix A

Conclusion    Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related Materials

1. Powell, John

Why Am I Afraid to Tell You Who I Am?

Chapter 3, p. 43

Origin

Barbara Dodd and Gene Stanford (unpublished), modified  
by Aaron Hillman

Appendix A

Subject: Responding to Other Contributions

- a) General introduction (at ease development).
- b) Leader gives one member a question (e.g. Should grades be eliminated?)  
First member gives his opinion and explains.
- c) Second member (directly across from first person must look directly at No. 1 and respond to his opinion.
- d) Third member (appointed by the leader) must look directly at No. 2 and respond to his opinion.
- e) Continue until every person in the group has responded.
- f) General discussion on the topic as well as the responses and feelings involved in learning to speak and listen.

Unit I

Item B

105

Subject - Self-concept

Objective - To identify how each person in the group:

1. sees himself
2. is seen by others
3. would like to be

Format of activities:

Activity 1. Roles

Source: Counsellor's Resource Book for Small Groups  
in Guidance  
Unit 2, p. 3, #7

Time: 50 minutes  
See Appendix A

2. Metaphors

Source: Counsellor's Resource Book for Small Groups  
in Guidance  
Unit 2, p.2 #5

Time: 50 minutes  
See Appendix A

Conclusions - Have each group consider these questions:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

- Discuss whether the objective was achieved or not, and if not, why.

Related materials -

1. Powell, John.  
Why Am I Afraid To Tell You Who I Am?
2. Maltz, Maxwell.  
Psycho-Cybernetics.
3. Bach. J.  
Jonathan Livingston Seagull.

Origin - 1. Counsellor's Resource Book for Small Groups in Guidance

APPENDIX A

SELF-CONCEPT

UNIT 2

Self-Concept

Objective:

To determine how your "idealized self differs from your 'real self'".

Content Summary:

Give a brief summary of theories of self (can be omitted at lower grades):

Karen Horney's four selves (reputational self; idealized self; personal self; real self)

Carl G. Jung's "persona" (role); Shadow (antithetical self)

Antithetical Selves from the arts: (good and bad "Angel", Dr. Jekyll and Mr. Hyde)

Freud's Concept of Self; The Id, Ego, and Superego; (Id is the infantile "beast within" or primitive self; Ego is the conscious self, mediator; Superego is the conscience, the Puritan or parent within.)

Method and Activities

1. Reproduce SELF-CONCEPT INTROSPECTION TEST (attached) and use as directed. Variation: Assign numerical value to levels 1, 2, 3 and draw up statistical analysis of the group's results. Discuss.
2. Ten of me; ten likes: Have students tear a blank sheet of paper into 10 pieces. On each piece complete the statement "I am a \_\_\_\_\_". For example: I am a student. Tell them to think about what they wrote and make any changes they wish. Have them put one of the 10 slips down, "the one that describes a role you feel you could give up with the least change in your life. Think how you feel about that." "Then, continue putting down one slip at a time. Pause to think about it. Don't rush." Have them look through the papers again and change the order if they wish. Counsellor should lead off the discussion by reading off his/her list and tell feelings. Ask for volunteers to read and comment on their list.

Support those who are unwilling to participate or who have little to say about their choice and feelings. Have them use 10 other slips to write activities they enjoy doing (watching TV, movies, etc.). This time have them match the activity to one of

the roles they identified. When finished, discuss problems matching activities to persons or roles. Discuss discoveries which were made using this technique - assumptions, perceptions, problem areas, inconsistencies, exaggeration, role conflict, etc. It is normal to have several activities clustered around a role with some roles without activities, or to have activities which cannot be associated with a role. This provides a unique opportunity for self-discovery.

3. In dyads, one partner describes himself/herself for three minutes. The other partner listens only, cannot speak, nor even nod. Reverse. Then original listener speaks for two minutes, describing how he/she thinks partner feels about himself/herself. Then, for three minutes there is a free give-and-take mutual conversation about each other's self-concept. This activity develops communication, congruence, listening skills and helps self-awareness and understanding others. Variation: Using same technique, have students describe their parents. Other possibilities: friends, school, life, the world, etc.
4. In small groups (4-6), imagine you are talking on the phone to a stranger who will meet you for the first time at the airport. Describe yourself to him/her. Allow 3 minutes each, then discuss how self-concept determines to a great extent how we describe ourselves to others.
5. METAPHORS. "If you had to be something other than yourself, what would you be?" Have each student write down their choices privately on a piece of paper. Have each student identify and briefly explain choice.

Animal or bird

Plant

Any object

Furniture or household furnishing

A food

Another person

A nation

Kind of countryside (ocean, mountain, forest, desert, etc.)

Symbol

Only the student has a complete list of his/her choices. Discuss what the choices mean - the pattern which emerges describes the student's self-concept. Begin with your own choices if you wish.

6. Using Karen Horney's four selves, have students describe themselves in the context of each self. "Does anyone have any more selves? Anyone have difficulty with any of the four (which one)? Do you agree with these theories?"

7. Using Jung's persona concept, have students write down the roles they play or those they see in others (using no names). Discuss how assuming some role is unavoidable but how important it is to keep it in balance. Discuss extremes. The ideal role is to be yourself. Which roles do they like, dislike? Why? What does this tell them about their own self-concept?
8. Collect photos of young people in various settings and number them. Have student pick person they think they'd like to meet. Pick person they'd least like to meet. Why? What does this tell about self-concept? Variation: Use travel photos and have student select picture which most appeals to him or her. Why?
9. Have each student's name spoken by other group members in a normal tone and manner, then vary the delivery from a whisper to an angry shout. Say it with ridicule, impatience, etc. Discuss how it felt deep inside, which way was most objectionable? Most acceptable? Why? What does this tell you about yourself?
10. Arrange 10 objects in front of the group (dollar bill, pen, key, book (title concealed), notebook, etc.) Have each student tell which object he or she would most and which he would least like to have. They briefly explain why. Afterwards, note similarities and differences. Discuss how some students seem to have similar wants, how there are individual differences as to like, dislikes.
11. Give paper, crayons, pencils, and have students draw a picture of themselves. Then, each person describes his or her picture to the others. On the back of the paper have them list 10 positive things about themselves. Rank them in order of importance. Encourage each member of the group to share the five most important positive traits on the list.
12. To help students to better understand themselves through a systematic bombarding with positive feedback about their strengths; have a student be "it". He or she is told of his/her strengths (and only strengths) by the other individuals of the group. Rotate. Variation: Another variation is to have a session devoted to one or two persons at a time who are trying to achieve a new goal. As each individual speaks of his experience (often his frustrations) the members of the group "bombard" him with their assessments of his strengths.

This may be followed up by additional sessions for each individual depending on his progress and with 1-to-1 counselling. This approach seems to work most effectively with a group that has had time to become reasonably well acquainted with each other.

Follow-up: Each individual describes his reaction. A general discussion as to the purpose and effects of the exercise may be helpful. If students ask for negative feedback, for constructive criticism, establish a ratio of one negative observation for every one or two positive comments.

13. I'VE GOT A SECRET. Each student secretly writes a sentence or short paragraph describing something about themselves they haven't shared with the group. The unsigned papers are put in a box and read, one at a time, by the counsellor. The group discusses each. This reassures the writer that others accept him/her anyway and that many others may have the same private thoughts and concerns.
14. Using pictures like the TAT, preferably human interest photos taken from magazines and newspapers, and in small groups (4-6), have students create stories (what happened before, now, and what will happen in the pictured situation.)

## Introspection Test

### Method:

Read through each of the following items. Encircle the number in the left hand column you feel you should be.

GO DOWN THE LEFT HAND COLUMN FIRST - ALL THE ITEMS.

#1 is a high degree of ability; #2 is a moderate degree; #3 is little or no ability. COVER OVER THE LEFT HAND COLUMN and proceed through the list a second time. This time check off the degree of the abilities which you feel you really have (right hand column marked "Real Self").

IDEALIZED SELF	ABILITY OR TRAIT	REAL SELF
1 2 3	1. Liked, <u>accepted</u> by others	1 2 3
1 2 3	2. Controls <u>temper</u>	1 2 3
1 2 3	3. Communicates well, expresses self verbally	1 2 3
1 2 3	4. Communicates well, expresses self in writing	1 2 3
1 2 3	5. Learning	1 2 3
1 2 3	6. Willingness to listen to others	1 2 3
1 2 3	7. Interest in persons of the opposite sex	1 2 3
1 2 3	8. Working with persons of lower rank or status	1 2 3
1 2 3	9. Working with persons of equal rank or status	1 2 3
1 2 3	10. Working with persons of higher rank or status	1 2 3
1 2 3	11. Making friends easily	1 2 3
1 2 3	12. Making decisions; problem solving	1 2 3
1 2 3	13. Time and effort put into self-improvement	1 2 3
1 2 3	14. Self-awareness; self-understanding	1 2 3
1 2 3	15. Self-acceptance; self-confidence	1 2 3
1 2 3	16. Understanding and awareness of others	1 2 3
1 2 3	17. Courage; perserverance; fortitude; inner strength	1 2 3
1 2 3	18. Concern for others; caring about others	1 2 3
1 2 3	19. Sense of fulfillment; satisfaction; contentment	1 2 3

IDEALIZED  
SELF

ABILITY OR TRAIT

REAL  
SELF

1 2 3

20. Help establish, maintain, happy  
family relationships

1 2 3

---

Examine similarities and differences in the above list. Think about them. Make copies of this test and have friends rate you in the right hand column (do not have them sign their names and try to collect them all at the same time and place so as to keep results confidential). In this way, your results will more accurately describe your real self.

UNIT I

Item B

2.

Subject - Describing Feelings

Objective - To develop the skill of describing feeling so that:

1. each person can develop problem solving skills
2. each person can develop control over his feelings
3. group members can change behaviour if they so desire as a result of the feedback of others

Format of activities:

Activity 1. Game: Body Talk

Source: Dynamic Design Industries,  
1433 N. Central Park,  
Anaheim, California.  
92802  
(714) 776-2030  
Cost - \$6.00

Activity 2. Game: The Feel Wheel

Source: Dynamic Design Industries,  
1433 N. Central Park,  
Anaheim, California.  
92802  
(714) 776-2030  
Cost - Approx. \$7.00

Activities 3 - 11 Feelings are Facts

Source: Counsellor's Resource Book for Small  
Groups in Guidance  
Unit 9, pp. 1-4,  
Activities 1 - 9

Time: Approximately 1 hr. for any one activity

See Appendix A

Activity 12 Focus on Feelings

Source: F. J. Machovec

Time: Approximately 50 minutes

See Appendix B

Addendum - This lesson would be more easily dealt with if the facilitator is comfortable with describing his/her own feelings openly. If this is not the case, it is suggested that this lesson not be used.

Conclusions - Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Discuss whether the aim was achieved or not, if not then why.

Related materials -

1. Powell, John. Why Am I Afraid To Tell You Who I Am?
2. Maltz, Maxwell. Psycho-Cybernetics
3. Harris, Thomas. I'm O.K., You're O.K.
4. Bach, J. Jonathan Livingston Seagull

Origin - 1. Life Skills Coaching Manual

## APPENDIX A

### SELF-CONCEPT

#### UNIT 9

#### Feelings are Facts

#### Objectives:

1. To recognize that everyone has feelings.
2. To learn how feelings can influence attitude and behaviour.
3. To get in touch with one's own feelings so as to become more self-aware.
4. To better understand the feelings of others so as to make more lasting friendships and to realize the differences which might prevent friendships.

#### Content Summary:

Presents material on feelings we all have and an opportunity for further discussion and practical applications.

#### Method:

The way we feel largely determines how we behave. If students are not feeling well, they don't learn well. People close to us notice differences in our feelings and can help us to realize when and help us to learn why we feel as we do.

#### Activities:

1. Feelings are difficult to identify and verbalize. Discuss:

- a) How does it feel when a teacher reprimands you?
- b) How does it feel if a parent hits you?
- c) How does it feel when a policeman stops you?
- d) How does it feel when you and your best friend have a big fight?
- e) Everybody is invited to a party but you?
- f) When you sleep overnight alone at home?
- g) How do you feel when you get a compliment?
- h) When you make a basket or score a point?

2. Body Language (Armouring): We communicate non-verbally

Say: "Everybody freeze in position" and use examples of body language in the group (avoid undue embarrassment). Examples of typical body language:

hand over mouth (inhibition)  
hand on chin (boredom)  
arms or legs crossed (resistance or blocking)  
gestures (clenched fist)  
posture (slouch - tired, tense)  
tone of voice, speed of delivery (articulation, timing - fast,  
slow, hesitant)  
walking (rigidly - could be anger; shuffling - tired, confused)  
fidgety (nervous, impatient, frustrated)  
wringing hands (nervous)  
hands in pockets (idleness, boredom, frustration, resistance)

These are not always true - can simply be a comfortable position. Requires further study, other data.

sitting on edge of seat (enthusiasm, involvement).  
children watching TV, adults watching wrestling, competitive sports, circus tight-rope walker - observe for body language.

Where people sit in rooms? (at back, front, sides, middle: sitting alone, next to specific people; seeking same seat each time). Distance between people (comfortable space), party vs. school, classroom vs. group counselling.

3. What do you do with your feelings?

A. Why communicate feelings?

- a) relieves tension
- b) understand others
- c) self-aware

B. When should you communicate feelings?

- a) issues (elections)
- b) attitudes to others
- c) friendly advice
- d) fulfill your duties
- e) being honest & non-hurtful
- f) being helpful in relationships

C. When you should not communicate feelings?

- a) emergency
- b) dangerous situation
- c) doctors, nurses to patients
- d) counsellor to upset student
- e) sinking ship, hijacking
- f) fire in theatre
- g) babysitting (electrical storm)
- h) school teachers being bugged
- i) driving car in traffic jam
- j) considerate feelings (not like clothes, etc.)

Which is more honest? Discuss.

You may hurt when honest.

Many ways to communicate feelings.

Many shades of feelings.

Maturity is to choose wisely and communicate appropriately to the situation.

Dyads (in pairs). Converse back to back, then face to face, eyes closed vs. eyes open. Discuss.

Go around the group and ask group members to volunteer how they feel at the moment. Impress upon them their freedom to participate or not. Discuss why they would not participate without embarrassing or pressuring them. Use discretion when shy, withdrawn students are in group.

Feelings checklist. Have students volunteer feelings they have experienced. Classify as to "up", "down" and "in between". See also May, 1972, article Feel Wheel, PSYCHOLOGY TODAY. Usually a list similar to this results:

"UP"

"IN BETWEEN"

"DOWN"

Happiness  
Joy  
Optimism  
Enthusiasm  
Pleasure  
Relaxation  
Contentment  
Satisfaction  
Joviality (humor)  
Fun  
Hopefulness  
Pride  
Acceptance, belonging  
Love

Shyness  
Embarrassment  
Suspicion  
Indifference  
Boredom  
Fatigue  
Curiosity  
Turned Off  
Shock

Sadness  
Loneliness  
Inferiority  
Frustration  
Fear  
Hurt  
Depression  
Anxiety  
Irritability  
Anger  
Rejection

Have students think about the variety of feelings they experience in one day and report on them.

Variation: Have them write their own feelings checklist of one day's (or week's) feelings and their probable cause (or question mark if they are uncertain). Have them arrange in columns (see foregoing activity). If lists are unsigned, put them in pile and have students draw list at random, read and discuss. What feelings have they all shared? Which differ? Which predominate?

9. Shared fantasy. Have students close eyes, think of a situation, focus their attention on it for one minute, then open eyes and discuss:

An embarrassing moment in my life.  
A happy childhood (or recent) memory.  
An unhappy childhood (or recent) memory.  
A frustrating situation.  
An angry situation.  
A frightening situation.  
A lonely experience.  
A staisfying experience.  
A funny experience.

Discuss feelings they remember, and generated while thinking and talking about the situation. Use real-life, not imaginary, situations. Establish permissive atmosphere - it is acceptable if they can't remember specific experience or, if they do not want to share it.

Resources:

Psychology for Living, (Chapters 5 and 9) Sorenson and Malm.

Film:

The Argument, (EDES).

Almost Everyone Does, (ADES). Using chemicals to change feelings.

APPENDIX B

Subject - Focus on Feelings

When do you feel lonely? Using your imagination, find a place where you can be lonely.

Focus on that feeling and that place.

Share with the group - where are you? (Substitute these feelings in above: free, happy, angry, satisfied, frustrated, together, sad.)

Unit I  
Item B  
107

Subject - Giving and receiving feedback.

Objective - To provide feedback to group members on how they are being perceived by each other.

Format of activities:

Activity 1. Force Field Analysis

Source: J. Ekstedt, Province of Manitoba,  
Confluent Education Program.

Time: Approximately 2 hours.

See Appendix A

Activity 2. Personal Instrumental Feedback

Source: A Handbook of Structured Experiences for  
Human Relatio Training.

Volume III, #57, p. 40

Time: Approximately 1 hour.

Conclusions - The group should reach a consensus of opinion having considered these questions:

1. What did the process allow us to do?
2. What applications can be made?
3. How did we work together?
4. How did we feel?

- Each group of two should reach a consensus of opinion as to whether or not the original objectives were reached.

- Note the opinions of individuals who do not agree with the consensus and discuss the reasons for non-agreement if they are willing to discuss them.

Related materials -

- Origin -
1. J. Ekstedt,  
Province of Manitoba,  
Confluent Education Program
  2. A Handbook of Structured Experience for Human Relatio  
Training, Volume III.

APPENDIX A

VARIATIONS OF TECHNIQUES FROM FORCE FIELD ANALYSIS  
FOR USE IN GROUP PROBLEM SOLVING

Techniques from force field analysis can be useful in sorting out interpersonal and intrapersonal blocks in group problem solving. These techniques seem to have their best application when a group of people become confused about their relationships with each other in performing or pursuing a specific task or goal. The confusion often comes out with statements or questions like, "What is our objective anyway?", "I'm confused about what we are trying to do here.", "We don't seem to be getting anywhere.", "Why are we always rehashing the same old problems?", etc. These kinds of questions and statements usually imply that the group is stuck. They are also usually an indicator that individual needs are not being met and that expectations (whether implicit or explicit) are not being realized. The task, as I see it, at these points is to provide individuals within the group with an opportunity to "rediscover" their relationship with the group and to "redefine" their common goals and objectives.

Usually groups reach this point when at least two factors are present:

- 1) When the group has intended (again either implicitly or explicitly) to operate by consensus rather than through the directive leadership of one individual.
- 2) When the group is in a process where goals and objectives are constantly being "discovered" (ie. when the group is in a state of constant flux regarding its reason for being).

Since Confluent Education tends to include the above factors, it would seem important to have available a process which can assist the group to re-evaluate its position and purpose by focusing on questions of personal - interpersonal relationship rather than by struggling with an outside objective or goal. The intent, however, is to rediscover our commonality or common objective by re-evaluating our relationship with each other. This would appear to be helpful whether the learning group is a community organization, a teaching staff group, a student group, a

teacher-parent group, or whatever.

It is my feeling that some of the techniques and approaches with force field analysis can be very helpful at these stages of group existence.

A modified form of force field analysis which I have used in these instances is as follows:

1) IDENTIFICATION OF NEEDS OR CONCERNS.

Have the individuals in the group take a pencil and paper and move away by themselves. Ask them to reflect for a minute on the group and on their position in the group and then write down what they consider to be the three or four highest priority needs or concerns that exist within the group at that time.

Having done that, ask the individual group members to find a partner with whom they are willing to share their list of needs or concerns. Ask them to see if they can develop a list of 3 or 4 top priority areas of group need with which they can both agree.

Ask that two dyads combine and move through the same process.

Have the groups of four reform as a whole group and again share their lists of concerns (each group of four now has one list which they have agreed on) and see if the entire group can settle on a list of three or four top priority concerns.

What usually happens in this sequence is that individual group members discover that their identification of needs is not distinctively different from the feelings and concerns of others. It is usually quite easy to come to a group consensus in this manner about the priority concerns of the group. The value in this is that group priorities are established by beginning with individual priorities. As the individuals begin to explore their priorities with others they have chance to ventilate and discuss many issues and in the process become reacquainted with each other. Many frustrations and anxieties can be broken down in this process. Conversely, if the group stayed together as a total group and discussed their concerns as objects outside of themselves they might remain stuck indefinitely.

## 2) ESTABLISHING A COMMON GOAL OR OBJECTIVE

The task now is to provide a process for the group to come to an agreement about a goal which they can work toward. Again the process is to begin with the individual and move back into the total group. This may be accomplished in the following manner:

Ask the individual members of the group to find their own space again with a pencil and a piece of paper. Ask them to reflect for a minute on the statement of priority needs with which the entire group has now agreed. Ask them to see if they can take those needs or concerns and make them into one statement of objective for themselves in their relationship with the group. This might take the form of a statement such as, "In the light of these shared concerns my objective with this group will be to -----".

When each individual has had opportunity to establish a personal objective move them through the same process as was used above under "Identification of needs and concerns". This means two people agree to a common objective on the basis of their personal objective statements, four people do the same and finally the entire group creates a common objective. It finally boils down to something like, "In view of our shared concerns, our common objective will be to -----".

Again this is usually not difficult. Individuals normally find that their statement of objective is quite similar to the statements of objectives written by other people. Again, the value is for the whole group to finally end up with a common objective that originates with individual thoughts and feelings. The process of discussion and discovery which people go through in finally reaching a common stated objective is a major value of the process.

## 3) IDENTIFICATION OF HELPS AND HINDRANCES

Here the process may take at least two forms, both of which I have used. I will describe them as separate statements of process. The use of one or the other of these may depend on the mood of the group at this stage, the amount of time available, etc.

A. First alternative - Ask the individual members of the group to find a partner (perhaps the one they have been working with or someone new) and sit down to establish a contract with each other. The contract will be directed toward, "How are we going to support each other now to help the group reach its common objective?". It might be suggested that

this take the form of a written contract which both parties will sign. Once the contracts have been established in dyads, two or three dyads may form a small group together and discuss their contracts. Individuals may consider the possibility of becoming a part of another couple's contract by agreeing to it and signing it.

This process may then move to the entire group where all of the contracts are shared and individuals have opportunity to support the contracts of other persons (this should always be left as an alternative and not a requirement so that individuals do not feel coerced into making unwilling (thus spurious) agreements and can direct their energy where it makes the most sense to them).

When this is done, individuals in the group who have established contracts with each other may wish to get together and try to list the kinds of things that are going on in their relationship with each other which are moving toward the completion of the contract. They might also consider listing the kinds of things that are going on in their relationship with each other which are moving away from the completion of the contract (What is there about our relationship which helps us to meet this contract? What are those things which hinder us from keeping this contract?)

Having done that, the task of these individual groups might be to identify a key block in their relationship with each other which, if removed, would take them furthest toward their realization of the contract. It is now the block which is focused on and the group can discuss ways in which they might remove this block between them in order to most effectively support each other in meeting the terms of their contract with each other.

This process might work more effectively if the dyads on completing their contract would immediately identify those things in their relationship with each other which are moving toward or away from the realization of the contract terms, decide upon the key block, and agree with each other on a way to begin removing that block. Once this is done the dyads could share with the entire group what they have decided in terms of contract, those things which are helping or hindering the realization of it, and what they have decided to do about removing the key block. This then becomes a learning experience for the whole group and, again, it is likely that a high degree of commonality will be discovered related to the contract and the identification of blocks.

B. Second alternative - Have the individuals within the group again find a space by themselves with a piece of paper and a pencil and ask them to consider and write down what they are personally doing to help the group reach its commonly stated objective and what they are doing to help the group reach its commonly stated objective and what they are doing which hinders the group from reaching its stated objective.

Once this is done have the individuals form dyads and share their lists of helps and hindrances and have them discuss with each other what they feel is the key block that they as individuals represent in keeping the group from reaching its commonly stated objective.

When individuals in the dyad relationship have shared with each other the way they see themselves as blocking the group from reaching its common objective, ask that they establish a contract with each other which will help them overcome the things they do which they feel blocks the group from reaching its objective.

These then may be shared with the entire group or with an intermediate stage of sharing in small groups.

The value of this is in focusing on individual responsibility for what happens in the group and the learning which takes place there. It is important that people have an opportunity to reflect on themselves as potential blocks to group process and to receive feedback about whether their perception of themselves is accurate or not. Both of the above alternatives lead themselves to this possibility while at the same time building a stronger sense of support and positive affiliation between group members. Often the exercise goes a long way toward removing the blocks and frustrations that exist within a group. At the same time the group develops skills in persistently assessing themselves as a total entity by focusing on personal, individual action and responsibility.

John Ekstedt

Confluent Education Program  
Province of Manitoba

Unit I  
Item B  
108

Subject Emotions

Objective

1. To identify what emotions are and the role they play in affecting behavior by studying love and hate.
2. To be aware of how emotions conditions our personalities and influence our behavior.

Format of Activities:

Activities 1 - 7    Emotions: Love and Hate  
Source: Counsellor's Resource Book for Small Groups in Guidance  
Unit 7, pp. 1-5, Activities #1, 2, 4-6, 8 and 9.  
Time: 50 - 90 minutes for any activity.  
See Appendix A.

Conclusions As Appropriate.

Related materials

1. Counsellor's Resource Book for Small Groups in Guidance.  
Unit 7, p.5.

Origin

1. Counsellor's Resource Book for Small Groups in Guidance.

APPENDIX A

SELF-CONCEPT

UNIT 7

EMOTIONS: LOVE AND HATE

Objectives:

1. To identify and better understand what emotions are and the role they play in affecting behavior by studying the major emotions of love and hate.
2. To realize how emotions condition our personalities and influence our behavior.
3. To realize the effect of the inability to cope with emotion on the disturbed personality.
4. To learn to cope with emotional upsets to restore internal balance and maximize personal growth and be able to help others do the same.

Content Summary

To examine different kinds of emotion, apply them to daily living and discuss the role of emotion in human behavior.

Method:

1. LOVE: Discuss the different kinds of love:

Mother love, parental love

Brotherly love (War, crisis, etc.)

Friendship (identification with pets, best friends, movie stars, political leaders)

Patriotism, love of country, of home, city, province

Object love (car, motorcycle, snowmobile, favorite things)

Self-love (narcissism). Tell the legend of Narcissus, who so loved himself he leaned over a quiet lake, saw his reflection, tried to kiss himself, fell in and drowned—ever since, the beautiful flower narcissus, named after him, blooms at the water's edge.

Romantic love, between two persons.

Idealism: love of an idea or an ideal (peace, freedom, democracy)

Unless you accept yourself, you really can't love another.

2. Romantic love - where does it come from? (Senior high level) Focus in on this very important human relationship. Based on emotional contact and reinforcement in infancy (pre-occupation with self, mother love, love of toy). During childhood love is frequently shown to pets. During school years, there is hero worship, "puppy love", deep freindship. In the teens, "going steady" provides for this emotional bond with another person. For many people, marriage is the next step. A loving relationship continues through parenthood, for one's own children, and into old age, evidenced by grandparent's love for grandchildren.

3. Abnormal love ("abnormal" is whatever society says it is!)

Sadist: one who derives unconscious satisfaction from inflicting pain on another (wife beaten).

Masochist: one who derives unconscious satisfaction from being hurt (the wife who is beaten).

Homosexual: sexual attraction to person of same sex.

Bisexual: sexual attraction for both sexes.

Fetishist: collects object which belongs to a loved one; gets deep satisfaction from holding it.

Toucheau: gets deep satisfaction from touching, stroking, or holding another.

Voyeur: "peeping tom".

Exhibitionist: gets sexual gratification from exhibiting genitals publicly.

Transvestite: has a deep need to dress and behave like a member of the opposite sex.

Transexual: person who wants to be the opposite sex (see Family Life unit).

Narcissist: loves self so much, can't love anyone else.

Over-dependency: mother or father dominates son or daughter.

Mother-father substitute: man or woman seeks a parental substitute.

Most "normal" people have tendencies to one or more of the above. Most marriage counsellors suggest that any behavior mutually satisfactory and agreed upon by two responsible, consenting adults in privacy should be considered legal.

4. HATE, a usually negative, potentially destructive emotion. In its mild form, it can be a dislike or indifference. At the other extreme there is rage which can become violent. Many describe hate as the opposite of love. Freud described ambivalence, alternating love and hate or co-existent love and hate.

Hate can involve a body reaction such as one or more of these:

Tightness in chest or across shoulders; tremors; shortness of breath; dryness of mouth; change in tone of voice; rigid, compulsive gestures (clenched fist); over-reaction or hypersensitivity (chip on shoulder); aggressiveness and hostility beyond usual pattern; a frenzy to overdo or "overkill".

## Examples of Hate:

Mild form: Resentment of parents, authority, siblings, peers, minority groups (prejudice). Dislike for certain foods. Hatred of injustice, dishonesty, indifference, etc.

### Extremes:

Lynch mob

Riots (Winnipeg strike of 1919; Chicago convention; Watts, California)

Crimes of passion (husband kills wife's lover)

War (My Lai, World War II; Belfast; Bangladesh)

Gang wars (1920's in Chicago, New York)

Ritualistic hate (voodoo, cults, Manson case)

Organized hate groups (Ku Klux Klan; Fenean brotherhood)

Police brutality, anti-police stoning, sniping

Hate literature; Archie Bunker types

Suicide (hate turned inward, or ultimate punishment to someone imagined to be the cause of the suicidal person's trouble.).

Why do we hate? Can be learned (scapegoating, prejudice), as rebound from frustration (unemployment), deprivation (food, love, home, family, etc.). When love is denied, frustration can lead to hate, then guilt, which further deepens the hate - a self-perpetuating circle of reaction leading to rage. Everyone should learn socially acceptable, minimally hurtful ways of venting negative emotion. Failing to do so may mean "building up an emotional head of steam".

5. EMOTIONS are produced by the frustration or uninhibited gratification of needs. Generally, emotions affect body function, stimulating it to greater than normal activity.

### Internally

- A. Autonomic nervous system stimulated (e.g. gun shot)
- B. Glands secrete more hormones
- C. Heart rate increases (reaction for flight or fight)

### Externally

Shortness of breath; rapid heart beat; blushing; excessive perspiration; cold clammy hands; tremors, twitching, voice change; gestures, fidgeting; posture; gait; withdrawal (silence) or excessive, nervous talking or laughing; "butterflies" in stomach; tightness across shoulders and back of neck. The emotionally mature person maintains a sense of balance of his/her emotion. In emergencies, under pressure, they are aware of the imbalance and are able to cope with problems in such a way as to restore their own particular dynamic balance.

## Activities

1. Have students review daily newspapers or make a one-week study of TV programs to collect examples of love and hate. How many examples of each can students accumulate? Compare. Discuss what this means.

2. In small groups (4-6), strictly timed to three minutes, have each group play:

ALL'S WELL. Everyone agrees with everything said. The discussion is all super-positive. Stop at three minutes. How did it feel?

ATTACH! Everyone complains bitterly about everything. Stop at three minutes. How did it feel? Can the group see how a leader skilled in arousing negative emotions could stir up a crowd of people? Even a nation? How can we guard against this?

3. Have students poll their families, friends, classmates, and teachers as to: What is hate? What is love? Report and discuss.
4. What is your favorite TV show? Think about its content. What emotions are portrayed in the show? What kind of emotional involvement is there on the part of the viewing public? What does this tell you about what the viewing public likes to see? What does it tell you about yourself?
5. What are your favorite leisure time activities? What kind of emotion is involved? (active, aggressive, contact sports, passive, quiet handicrafts, intellectual activities, etc.) What does this tell you about your own emotional makeup?
6. Make a collection of magazine and newspaper photos and posters showing people with different emotions. Have group study them and discuss them. How like or unlike are the reactions to your own?
7. In small groups (4-6), have each person's name said aloud with different tone and emotion (whispered, shouted, ridiculing, etc.). How does it feel coming from different persons, voices, and tones?
8. In small groups (4-6), have students discuss what "bugs" them most, and how they cope with it. Who feels the same way? How would they like to handle the situation? What suggestions can other group members suggest?
9. Discuss:  
"Some people grow up; other just grow old."  
"If you can keep your head while all those around you are losing theirs, you don't really understand the situation."  
"I can tell he's mad - he's walking mad."  
"Love your enemies - it'll drive 'em crazy."  
"Whenever you're angry count to 10 then start again."

#### Resources:

The Art of Loving, Eric Fromm.

In Search of You (Canadian Guidance Series), John Gilpin.

Black Like Me, John Griffin.

The True Believes, Eric Hoffer.

Gift From the Sea, Anne Morrow Lindbergh.

Facing the Next Day, James Pike.

UNIT I  
ITEM C - MEETING THE NEEDS FOR ESTEEM AND SELF-ACTUALIZATION  
109

Subject            Handling Responsibility

- Objective
1. Learning what is and what is not responsibility.
  2. Learning to apply the concept of responsibility in all matters pertaining to the individual person.

Format of Activities

Activity 1.        The Responsibility Game

Source: unknown

Time: 50 minutes

See Appendix A

Activity 2.        I Can't, I Won't

Source: F. J. MacHavec (modified by L. M. Larson).

Time: 50 minutes

See Appendix B

Activity 3.        Rank Order        (\*Read Appendix E before attempting Activity 3)

Source: Simon, S., L. Howe & H. Kirschenbaum. Values Clarification. (New York: Hart Publishing, 1972), pp. 58-93.

Time: Approximately 1 hour for anyone

See Appendix C

Addendum - one way to utilize this activity would be to do 1 or 2 rank orders with the group and then put up 1 each day on a bulletin board.

Occasionally you might wish to go over one of the daily ones with the whole group.

This exercise develops the ability to give priority to the most important and less to those values, ideas, duties which assume less importance for the individual.

Activity 4. Values Continuum (\*Read Appendix E before attempting Activity 4)

Source: S. Simon, L. Howe, and H. Kirschenbaum. Values Clarification. (New York: Hart Publishing, 1972). pp. 116-26

Time: Approximately 1 hour for anyone.

See Appendix D.

Conclusions: Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related materials

1. Powell, John  
Why Am I Afraid To Tell You Who I Am?  
Chapter 4, p. 87
2. Bach, R.  
Jonathan Livingston Seagull
3. Maltz, Maxwell  
Psycho-Cybernetics
4. Fast, Julius  
Body Language  
Chapters 1 - 3

Origin

1. F. J. Machavec (modified by L. M. Larson)
2. Simon, Sidney, Leland Howe and Howard Kirschenbaum.  
Values Clarification. (New York: Hart Publishing, 1972).

APPENDIX A

Subject

The Responsibility Game

- a) General introduction.
- b) Break into groups of four.
- c) In turn, each member of the group states three responsibilities:
  - i) something involving responsibility to self. (personal)  
e.g. I accept the responsibility for the fact that I smoke even though I know it is dangerous.
  - ii) a responsibility involving the immediate group.
  - iii) I accept or do not accept the responsibility for another person.  
e.g. I do not accept the responsibility for my husband's depressions.
- d) Each person, in turn, speaks their responsibilities until all have participated.
- e) General group discussion.

APPENDIX B

Subject

I Can't, I Won't

- Break into groups of 3 - 5
- Ask each person to think of one thing he/she cannot do for whatever reasons.
- In turn, each person says to the rest of the group:  
I can't . . . . . (e.g. fly an airplane)
- Then, in turn, each person says to the group:  
I won't . . . . . (e.g. fly an airplane)
- General discussion on the I can't, I won't statements and whether we say I can't when we really mean I won't.
- Think of other times when we say I can't and see if we can turn those statements into I won't statements.

APPENDIX C

VALUES CLARIFICATION

STRATEGY NUMBER 4

RANK ORDER

PURPOSE

Each day of our lives we must make choices between competing alternatives. Some of them are minor decisions: "Shall I stay home tonight and watch TV or go to a friend's house for the evening? Shall I wear my blue or my white sweater? And some are major decisions: "Should I buy a car or save money for college?" "Shall I go to school this summer or work?"

This strategy gives students practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them.

PROCEDURE

The teacher explains to the class that he is going to ask them some questions which will require them to look deeper into themselves and make a value judgment. He will give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own value-laden preferences.

The teacher then reads a question, writes the choices on the board and calls upon six to eight students in turn to give their rankings. Each student quickly gives his first, second and third rankings. Of course, students may say, "I pass." After the six to eight students have responded to a question, the teacher may give his own rankings. Then a class discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

## SAMPLE RANK ORDER QUESTIONS

The following rank order questions were developed for use with secondary students. Additional rank orders for other age levels are given below.

1. Where would you rather be on a Saturday afternoon?

- \_\_\_\_\_ at the beach
- \_\_\_\_\_ in the woods
- \_\_\_\_\_ in a discount store

2. How do you learn best?

- \_\_\_\_\_ through lectures
- \_\_\_\_\_ through independent study
- \_\_\_\_\_ through seminars

3. Which would you rather be?

- \_\_\_\_\_ an American Negro
- \_\_\_\_\_ an African Negro
- \_\_\_\_\_ a European Negro

4. Which would you give the lowest priority to today?

- \_\_\_\_\_ space
- \_\_\_\_\_ poverty
- \_\_\_\_\_ defense
- \_\_\_\_\_ ecology

### TO THE TEACHER

Be sure to have students rank all the alternatives, not just their first choice. Try to have them name their choices instead of saying "2-3-1", or the like; and discourage them from saying, "The same" when their response is identical to the previous student's. Re-naming the choices helps everyone consider the alternatives more carefully.

Sometimes students may want to add alternatives to the choices offered by the teacher. After the initial ranking is completed, the teacher may say, "It's possible that many of you have other ideas that don't appear here that you would include if you had made up this rank order. Are there any other alternatives you'd like to add to our list? How would you rank them?"

The teacher may make up several rank order questions related to the lesson for the day. They may be used as lead-ins to create interest and spark discussion, as mind-way activities to summarize and give new life to the lesson, or as closing activities to give the students something to mull over after the class. For example, in a class which was getting ready to look at the rise of the civil rights movement, the teacher started with this rank order question:

Which death do you consider the greatest loss?

\_\_\_\_\_ Martin Luther King's

\_\_\_\_\_ John F. Kennedy's

\_\_\_\_\_ Malcom X's

Or the teacher may give students several rank order questions during the last five minutes of the class when their attention has begun to wander. It is very likely that they will find themselves wanting to stay beyond the bell.

Students may be asked to make up rank order questions based on their own concerns. They will most likely pose questions that you might never have thought to ask.

Sometimes the teacher will create a rank order question spontaneously when a class discussion on some issue raises several alternatives.

### Additional Suggestions

Below are more examples of rank order questions to be used at the various levels.

#### For General Use

1. Which is most important in a friendship?

\_\_\_\_\_ loyalty

\_\_\_\_\_ generosity

\_\_\_\_\_ honesty

2. Which season do you like best?

\_\_\_\_\_ winter

\_\_\_\_\_ summer

\_\_\_\_\_ spring

\_\_\_\_\_ fall

3. If I gave you \$500, what would you do with it?

- save it
- give it to charity
- buy something for myself

4. Which do you think is most harmful?

- cigarettes
- marijuana
- alcohol

5. How late should 14 year olds be allowed to stay out on a weekend night?

- 10 P.M.
- 12 P.M.
- it's up to them

6. If you were a parent, how late would you let your 14 year old stay out?

- 10 P.M.
- 12 P.M.
- it's up to him/her

7. Where would you rather live?

- on a farm
- in the suburbs
- in an inner city

8. Which do you like best?

- winter in the mountains
- summer by the sea
- autumn in the country

9. Which would you rather be?

- an only child?
- the youngest child?
- the oldest child?

10. Which pet would you rather have?

- a cat
- a dog
- a turtle
- a parakeet

11. If you were President, which would you give the highest priority?

- space program
- poverty program
- defense program

12. Which would you least like to be?

- very poor
- very sickly
- disfigured

13. Whom would you prefer to marry? A person with

- intelligence
- personality
- sex appeal

14. Which do you think more money should be spent on?

- moon shots
- slum clearance
- cure for cancer

15. What would you be most likely to do about a person who has bad breath?

- directly tell him
- send him an anonymous note
- nothing

16. Which would you rather have happen to you if you had bad breath?

- be told directly
- receive an anonymous note
- not be told

17. When you worry about your mark on an exam do you think about

- yourself
- your parents
- pleasing the teacher
- getting into college

18. Which type of teacher do you most prefer?

- strict in the classroom but little homework
- strict in the classroom and much homework
- easy going in the classroom but much homework

19. Which would you least like to do?

- listen to a Beethoven symphony
- watch a debate
- watch a play

20. Which would you most like to improve?

- your looks
- the way you use your time
- your social life

21. How do you have the most fun?

- alone
- with a large group
- with a few friends

22. If you had \$500 to spend on decorating a room, would you spend

- \$200 for an original painting, the rest on furniture
- \$400 on furniture and \$100 for an original painting
- entire sum on furniture

23. You are married and have your own family. Your mother has died and your father is old. What would you do?

- invite him to live in your home
- place him in a home for the aged
- get him an apartment for himself

24. Which would you rather your sister gave you for your birthday?
- \_\_\_\_\_ \$5 to buy yourself something
  - \_\_\_\_\_ \$5 gift of her choice
  - \_\_\_\_\_ something she made for you
25. If your parents were in constant conflict, which would you rather have them do?
- \_\_\_\_\_ get divorced, and your father leave home
  - \_\_\_\_\_ stay together and hide their feelings for the sake of the children
  - \_\_\_\_\_ get divorced, and you live with your father
26. What would you do for your parents' anniversary?
- \_\_\_\_\_ buy them a nice present
  - \_\_\_\_\_ make them a big party
  - \_\_\_\_\_ take them out to a dinner and a show
27. If you had two hours to spend with a friend, which would you do?
- \_\_\_\_\_ stand on a corner
  - \_\_\_\_\_ go to a movie
  - \_\_\_\_\_ go for a walk
  - \_\_\_\_\_ go bowling
28. You've spent a great deal of time picking a gift for a friend. You give it to him personally. What would you rather have him do if he doesn't like the gift?
- \_\_\_\_\_ keep the gift and thank you politely
  - \_\_\_\_\_ tell you he doesn't like it
  - \_\_\_\_\_ return the gift to the store without telling you
29. If you were a pacifist and you found out your friend supports certain wars, would you
- \_\_\_\_\_ discontinue the relationship
  - \_\_\_\_\_ overlook the discrepancy in views
  - \_\_\_\_\_ try to change his viewpoint
30. Which do you think is the most religious thing to do on a Sunday morning?
- \_\_\_\_\_ go to church to hear a very good preacher
  - \_\_\_\_\_ listen to some classical music on the radio
  - \_\_\_\_\_ have a big breakfast with the family

31. Which of the following measures should be taken to alleviate the population problem?
- legalize abortion
  - limit each family to two children and sterilize the parents afterwards
  - distribute birth control information everywhere
  - trust people's common sense to limit the size of their families
32. Imagine you are living with a family of a different religion for a few months. At meals they say a grace which is affiliated with a religion different from yours. Would you
- join in
  - sit silently
  - try to get them to change the grace to a more universal one
33. What would you think if you saw a man burning a dollar bill?
- that the man is foolish
  - that the man has integrity
  - why doesn't the man give that dollar to me?
34. If you suddenly inherited money and became a millionaire, would you
- share your wealth through charities, educational trust funds, etc.
  - continue in your present job and activities
  - really live it up
35. If you had \$10 you didn't need for something else, would you
- get a newspaper subscription
  - buy another shirt or blouse
  - treat a friend to dinner
36. You are well off financially and you inherit \$10,000. What would you do?
- put it all in a savings bank
  - invest it all in the stock market
  - spend it all

37. Which would be your job preference?

- hard and dirty work at \$80 per week
- clean and easy work at \$40 per week
- dirty but easy work at \$60 per week

38. Which do you most want money for?

- to buy your own food and clothing
- to go places on your own
- to feel independent

39. Where would you seek help in a strange city?

- a church
- a police station
- hippy headquarters

40. Which would you find easiest to do?

- campaign for contributions to a Thanksgiving food drive
- tutor other students
- be a hospital volunteer worker

41. Which would you be most willing to do?

- contribute to Biafran relief
- serve in the Peace Corps
- volunteer for service in Vietnam

42. Which would you be least willing to do?

- join a picket line
- take part in a sit-in
- sign a petition

43. In your leisure time, what would you most like to do?

- weave, make pottery, or do some craft
- play a guitar
- water ski

44. What is the most serious problem in this city today?

- discrimination in jobs and housing
- transportation
- hunger
- over-crowding

45. What is the most serious domestic issue in the United States today?

- crime prevention
- welfare
- inflation

46. Which would you most like to be?

- owner of a small business
- employee in a large corporation
- employee in a small business

47. Which would you most like to see?

- integration of races
- separate nations for different races
- separate areas within existing communities for each race and/or nationality

48. Which would you least like to be?

- a rifleman firing point blank at the charging enemy
- a bomber on a plane dropping napalm on an enemy village
- a helicopter pilot directing a naval bombardment of enemy troops

49. Where would you most like to visit?

- England
- Russia
- China

50. Where would you least like to live?

- \_\_\_\_\_ in a ghetto
- \_\_\_\_\_ in Chinatown
- \_\_\_\_\_ in a poor rural town in the south

51. Which do you like to do most?

- \_\_\_\_\_ play tennis
- \_\_\_\_\_ play football
- \_\_\_\_\_ swim

52. Which would you like to do most?

- \_\_\_\_\_ learn to skin dive
- \_\_\_\_\_ learn to ride a mini-bike
- \_\_\_\_\_ learn to ride a horse

53. Which would you like to do most?

- \_\_\_\_\_ travel by automobile
- \_\_\_\_\_ travel by bus
- \_\_\_\_\_ travel by airplane
- \_\_\_\_\_ travel by train

54. Which would you like to do most?

- \_\_\_\_\_ shoot a high-powered rifle
- \_\_\_\_\_ shoot a shotgun
- \_\_\_\_\_ shoot arrows

55. Which would you like to do most?

- \_\_\_\_\_ learn to fly an airplane
- \_\_\_\_\_ learn to drive a car
- \_\_\_\_\_ learn to ride a motorcycle

56. Which would you like to do most?

- \_\_\_\_\_ become a jet fighter pilot
- \_\_\_\_\_ become an astronaut
- \_\_\_\_\_ become a surgeon

57. Which do you like most?

- \_\_\_\_\_ math
- \_\_\_\_\_ English
- \_\_\_\_\_ social studies

58. Which do you like best?

- \_\_\_\_\_ jello
- \_\_\_\_\_ pie
- \_\_\_\_\_ ice cream

59. Which would you least like to be?

- \_\_\_\_\_ a prison guard
- \_\_\_\_\_ a garbage collector
- \_\_\_\_\_ an assembly line worker

60. Which would you least like to do?

- \_\_\_\_\_ be a hangman
- \_\_\_\_\_ be a member of a firing squad
- \_\_\_\_\_ be an executioner in a penitentiary

61. Whom do you like least?

- \_\_\_\_\_ a shoplifter
- \_\_\_\_\_ a drug pusher
- \_\_\_\_\_ a confidence man

62. What is the most serious problem in your school?

- \_\_\_\_\_ apathy
- \_\_\_\_\_ drugs
- \_\_\_\_\_ discipline

63. Which would you be most willing to do?

- \_\_\_\_\_ serve in the armed forces
- \_\_\_\_\_ serve in the Peace Corps
- \_\_\_\_\_ work in an urban ghetto

64. In which of these situations would you be most likely to take some action?

- \_\_\_\_\_ a car is parked with its headlights on in broad daylight
- \_\_\_\_\_ a dog has scared a kitten up a telephone pole
- \_\_\_\_\_ some big boys are trying to tie tin cans to the tail of a dog.

65. How would you spend an inheritance?

- \_\_\_\_\_ on travel
- \_\_\_\_\_ on education
- \_\_\_\_\_ on entertainment

66. Which would you least like to be?

- \_\_\_\_\_ deaf
- \_\_\_\_\_ an amputee
- \_\_\_\_\_ blind

67. What would you most like to do with your friends during your leisure time?

- \_\_\_\_\_ play a sport or game
- \_\_\_\_\_ go to the movies or watch TV
- \_\_\_\_\_ just talk
- \_\_\_\_\_ play cards

For Use with Secondary Students and Adults

1. If you were with your family in a boat that capsized far from shore and there were only one life preserver would you

- \_\_\_\_\_ save your wife/husband
- \_\_\_\_\_ save one of your children
- \_\_\_\_\_ save yourself

2. If you were stranded on a deserted island which would you rather have with you?

- \_\_\_\_\_ the Bible
- \_\_\_\_\_ the complete works of Shakespeare
- \_\_\_\_\_ the history of civilization

3. Which of these would be most difficult for you to accept?

- the death of a parent
- the death of a spouse
- your own spouse

4. How would you break off a three year relationship with someone you've been dating steadily?

- by telephone
- by mail
- in person

5. Which of these jobs would you like most?

- school teacher on an Indian reservation
- director of an inner city project
- coordinator of social action projects for a liberal suburban church

6. What is the worst thing you could find out about your teenager? (Does the sex make any difference?)

- that he has been shoplifting
- that he is a high school dropout
- that he is promiscuous

7. Which would you be more concerned about as you grow older?

- lung cancer
- overweight
- declining vision

8. Would you rather be a teacher in a classroom that was

- teacher centered
- student centered
- subject matter centered

9. As a small child, which did you like least?

- recess
- show and tell
- storytime

10. Which would you prefer to give up if you had to?

- \_\_\_\_\_ economic freedom
- \_\_\_\_\_ religious freedom
- \_\_\_\_\_ political freedom

11. If you needed help in your studies, whom would you probably go to?

- \_\_\_\_\_ your friend
- \_\_\_\_\_ your teacher
- \_\_\_\_\_ your parent

12. Which of these problems do you think is the greatest threat in the nearest future?

- \_\_\_\_\_ overpopulation
- \_\_\_\_\_ too much leisure time
- \_\_\_\_\_ water and air pollution
- \_\_\_\_\_ crime

13. During a campus protest where would you be most likely to be found?

- \_\_\_\_\_ in the midst of it
- \_\_\_\_\_ gaping at it from across the street
- \_\_\_\_\_ in the library minding your own business

14. Which would you rather see a cutback of federal expenditures for?

- \_\_\_\_\_ urban research
- \_\_\_\_\_ educational allotments
- \_\_\_\_\_ foreign aid

15. During what period in U.S. history do you think you would have been a most effective leader?

- \_\_\_\_\_ colonization of America
- \_\_\_\_\_ Civil War
- \_\_\_\_\_ the Industrial Revolution

16. How would you rather spend a Saturday evening?

- \_\_\_\_\_ at a good play
- \_\_\_\_\_ at a good concert
- \_\_\_\_\_ at a good movie

17. How would you rather spend a Saturday evening?

- at a nightclub
- at home alone
- at a party at a friend's home

18. Which would you least like your son or daughter to do?

- marry out of necessity
- marry outside of his/her race
- smoke marijuana once a week

19. If you were about to be drafted into the army which would you do?

- go willingly
- leave the country
- go to jail

20. Which is the most beautiful sight to you?

- a sunset
- a person giving blood
- a woman of another race

21. Which do you like least?

- an uptight indoctrinator
- a cynical debunker
- a dull, boring fact giver

22. Which would you most like to take a course in?

- sex education
- race relations
- ecology

23. Which would you want to do to end the war?

- contribute money to the mobilization committee
- send a letter to your congressman
- march on Washington

24. Which of these people would you have the most trouble introducing to your friends?

- \_\_\_\_\_ a racially mixed couple
- \_\_\_\_\_ Christine Jorgenson
- \_\_\_\_\_ the Grand Dragon of the Ku Klux Klan

25. Which best describes the way you handle money?

- \_\_\_\_\_ spend freely
- \_\_\_\_\_ always look for bargains
- \_\_\_\_\_ budget carefully

26. If one of your friends and your wife were attracted to each other which would you prefer?

- \_\_\_\_\_ for them to be open about their relationship
- \_\_\_\_\_ for no one to know
- \_\_\_\_\_ for them to keep it a secret from you alone

27. Which would you want most in a best friend?

- \_\_\_\_\_ someone who will tell you that your fiancée isn't good enough for you
- \_\_\_\_\_ someone who will listen to your problems
- \_\_\_\_\_ someone who is aware of other people's needs

28. Your friend has written a book which you think is lousy. If he asks for your opinion what would you tell him?

- \_\_\_\_\_ the whole truth
- \_\_\_\_\_ a much as you think he can stand
- \_\_\_\_\_ what he wants to hear

29. Men. What kind of wife would bother you most?

- \_\_\_\_\_ one who interrupts her husband
- \_\_\_\_\_ one who spends too much money
- \_\_\_\_\_ one who keeps a messy house

30. Women. What kind of husband would bother you most?

- \_\_\_\_\_ one who interrupts his wife
- \_\_\_\_\_ one who spends too much money
- \_\_\_\_\_ one who keeps a messy house

31. Teenagers. Which do you think is the worst?

- to become (or get someone) pregnant (unwed)
- to be dependent upon hard drugs
- to date someone from another race

For Use in the Intermediate and Primary Grades

1. Which kind of teacher would you prefer?

- a nasty person but a good teacher
- a nice person but a poor teacher
- personality and teaching ability about average

2. Which do you like least?

- a classmate who plays practical jokes on you
- a classmate who constantly tattles
- a classmate who gossips about other people

3. What kind of present would you like most to get?

- a surprise present
- a present you already know about
- a present you pick out

4. To whom would you tell a secret?

- your friend
- your teacher
- your parent

5. What would you consider the worst experience?

- telling on a best friend
- changing schools
- getting lost in a shopping center

6. Where would you most like to go?

- to the Zoo
- to the planetarium
- to a horror movie
- to the library

7. Which would you most like to have?

- one best friend
- many friends
- two or three good friends

8. Which would be easiest for you to do with your older brother or sister?

- borrow money from him/her
- go out with him/her
- talk to him/her about a problem

9. What should an allowance be used for?

- saving for something you want
- spending on whatever you want at the moment
- buying presents for others

10. What would you do if you saw your best friend steal some candy from a store?

- report him
- pretend you didn't see
- ask him to share it with you

11. Which do you like best for dessert?

- cake
- pie
- fruit salad
- ice cream

12. Which would you rather do on a Sunday morning?

- sleep late
- play with a friend
- watch TV

13. Which would you least like to do?

- \_\_\_\_\_ move to a new school
- \_\_\_\_\_ lose your wallet
- \_\_\_\_\_ break your leg

14. Which would you rather be?

- \_\_\_\_\_ a fireman
- \_\_\_\_\_ a policeman
- \_\_\_\_\_ a postman

15. Which of these would you most like to have as your neighbor?

- \_\_\_\_\_ a boy three years younger than you who owns a pony
- \_\_\_\_\_ a family with a swimming pool
- \_\_\_\_\_ a new boy or girl your age

16. Which of these would you most like to see in your neighborhood?

- \_\_\_\_\_ a house being painted
- \_\_\_\_\_ a house being torn down
- \_\_\_\_\_ a house being built

17. Which of these would you most like to see in your neighborhood?

- \_\_\_\_\_ ice cream wagon
- \_\_\_\_\_ a parade
- \_\_\_\_\_ a bookmobile

18. Which of these would you want most as a neighbor?

- \_\_\_\_\_ a teacher
- \_\_\_\_\_ a circus clown
- \_\_\_\_\_ a dentist

19. Which of these would you want most as a neighbor?

- \_\_\_\_\_ a boy your age
- \_\_\_\_\_ a girl your age
- \_\_\_\_\_ a teenager

20. Which of these would you want most as a neighbor?

- \_\_\_\_\_ a young blind person
- \_\_\_\_\_ a young crippled person
- \_\_\_\_\_ an old person

21. Which would make you most uneasy?

- \_\_\_\_\_ a thunderstorm
- \_\_\_\_\_ a new babysitter
- \_\_\_\_\_ going to bed alone in the dark

22. With whom would you rather spend your vacation?

- \_\_\_\_\_ a friend
- \_\_\_\_\_ a teacher
- \_\_\_\_\_ your family

23. Which do you least like to do?

- \_\_\_\_\_ get up in the morning
- \_\_\_\_\_ go to bed at night
- \_\_\_\_\_ keep your room neat
- \_\_\_\_\_ take naps

24. Which do you like best in school?

- \_\_\_\_\_ reading
- \_\_\_\_\_ arithmetic
- \_\_\_\_\_ spelling

25. Which would you prefer to do?

- \_\_\_\_\_ do better in reading
- \_\_\_\_\_ make a new friend
- \_\_\_\_\_ go on a long vacation

26. Which do you like best in school?

- \_\_\_\_\_ art
- \_\_\_\_\_ music
- \_\_\_\_\_ gym

27. If you had to go on a long trip, how would you rather travel?

\_\_\_\_\_ by train

\_\_\_\_\_ by plane

\_\_\_\_\_ by ship

28. Which chore would you rather do?

\_\_\_\_\_ wash dishes

\_\_\_\_\_ dust the furniture

\_\_\_\_\_ take the garbage out

29. Which would you rather play?

\_\_\_\_\_ piano

\_\_\_\_\_ drums

\_\_\_\_\_ violin

30. What would you do if someone hit you?

\_\_\_\_\_ tell the teacher

\_\_\_\_\_ hit him/her back

\_\_\_\_\_ walk away

31. Which would be hardest for you to do?

\_\_\_\_\_ show a bad paper to your parents

\_\_\_\_\_ walk away from a fight

\_\_\_\_\_ wait your turn when you have something exciting to say

32. Which would be hardest for you to do?

\_\_\_\_\_ move to a new school

\_\_\_\_\_ meet a new person

\_\_\_\_\_ dance with a girl/boy

33. Which would you least like to do?

\_\_\_\_\_ go to a birthday party without a gift

\_\_\_\_\_ go to a Halloween party without a costume

\_\_\_\_\_ go to a party with a torn dress/trousers

34. Which would you least like to do?

- go into a dark room.
- slide down a very high slide
- ride a bicycle on a busy street

35. When playing house, would you rather be the

- mother
- father
- baby

36. Where would you like to spend your vacation?

- at the shore
- in the mountains
- at your grandmother's house

37. Which would you rather be?

- a kitten
- a kangaroo
- a lion

38. Which would you rather do?

- play in the snow
- swim in a pool
- swim in the ocean

39. What kind of person do you least like to sit next to? Someone who

- talks a lot
- looks at your paper
- can't sit still

40. What would you do if a bully bothered you on your way home from school?

- tell your parents
- tell him you are not afraid of him
- take a different way home

41. Which animal would you like to be?

\_\_\_\_\_ tiger

\_\_\_\_\_ monkey

\_\_\_\_\_ snake

42. How would you rather have your mother punish you?

\_\_\_\_\_ by spanking you

\_\_\_\_\_ by taking away your favorite toy or game

\_\_\_\_\_ by talking to you

43. Which would be the hardest for you to do?

\_\_\_\_\_ steal a toy from another child's desk

\_\_\_\_\_ cheat by looking at another child's paper

\_\_\_\_\_ tell a lie to the teacher

44. Which would you hate most?

\_\_\_\_\_ getting a spanking

\_\_\_\_\_ going to the doctor for a shot

\_\_\_\_\_ losing a five-dollar bill

45. What would you least like to do?

\_\_\_\_\_ sit near someone who looks dirty

\_\_\_\_\_ sit near someone who talks a lot

\_\_\_\_\_ sit near someone who teases you

46. How would you spend five dollars?

\_\_\_\_\_ buy a game

\_\_\_\_\_ go to the movies

\_\_\_\_\_ treat the gang

47. Which is the most difficult for you to do?

\_\_\_\_\_ eat something you really dislike

\_\_\_\_\_ do a report

\_\_\_\_\_ clean up your bedroom

48. Which school job do you like best?

- \_\_\_\_\_ being messenger
- \_\_\_\_\_ cleaning blackboards
- \_\_\_\_\_ being desk inspector

49. Where would you prefer to sit?

- \_\_\_\_\_ near the window
- \_\_\_\_\_ near the door
- \_\_\_\_\_ in the front of the room

50. Which would be hardest for you?

- \_\_\_\_\_ to admit you told a lie
- \_\_\_\_\_ to tell someone you broke his window
- \_\_\_\_\_ to admit you cheated

51. What do you like to do best?

- \_\_\_\_\_ play games
- \_\_\_\_\_ read a book
- \_\_\_\_\_ play outside

52. What would you do if someone took your favorite toy?

- \_\_\_\_\_ hit him
- \_\_\_\_\_ yell at him
- \_\_\_\_\_ nothing

53. Which color do you like best?

- \_\_\_\_\_ red
- \_\_\_\_\_ green
- \_\_\_\_\_ blue

54. With whom would you like most to play?

- \_\_\_\_\_ with a boy
- \_\_\_\_\_ with a girl
- \_\_\_\_\_ alone

55. What is hardest for you to do?

- be quiet
- talk in front of the group
- talk to the teacher.

56. Which animal would you prefer to be?

- an ant
- a beaver
- a donkey

57. If you were in an accident, which injury would upset you most?

- two broken legs
- temporary loss of hearing
- temporary loss of eyesight

58. If you could be any person, who would you be?

- President of the U.S.
- top athlete in the country
- most popular movie star in the country

59. If you were to be born with a great gift, which would you prefer?

- a beautiful singing voice
- great artistic ability
- skill with your hands

60. What makes you happiest?

- getting all A's and B's on your report card
- taking a special trip with the gang
- having a week off from school

61. What makes you most angry?

- a teacher who treats you without respect
- a friend who won't listen to your side of an argument
- your parents telling you what to do

62. Which is most important?

- \_\_\_\_\_ to work hard for your future
- \_\_\_\_\_ to love others
- \_\_\_\_\_ to really know yourself

63. Which would you prefer to have?

- \_\_\_\_\_ \$1000
- \_\_\_\_\_ a girl/boy friend who loves you
- \_\_\_\_\_ a well paid, prestige position

64. Which is worst?

- \_\_\_\_\_ to be punished by a teacher
- \_\_\_\_\_ to have friends make fun of you
- \_\_\_\_\_ to get bad grades on your report card

65. Which would you prefer to marry?

- \_\_\_\_\_ a rich person
- \_\_\_\_\_ a happy person
- \_\_\_\_\_ a famous person

66. Which song do you like best? (Teachers write in the choices.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

67. Which picture makes you happiest?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

68. Which story do you like best?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

APPENDIX D  
STRATEGY NUMBER 8  
VALUES CONTINUUM

PURPOSE

The values continuum serves to open up the range of alternatives possible on any given issue. Students begin to realize that on most issues there are many shades of gray, and they are more likely to move away from the either-or, black-white thinking which often occurs when controversial issues are discussed in the classroom. The continuum also encourages students to make a public affirmation of their opinions and beliefs.

PROCEDURE

An issue is identified by either the teacher or the class. This issue may have presented itself during a class discussion or it may have been prepared beforehand by the teacher. We will use as an example the issue of government economic controls - often thought of as socialism vs. capitalism. (Additional examples for all age levels are given below.)

The teacher draws a long line on the board, and he, or he and the class, determine two polar positions on the issue. For example, one end position might be: "Complete government control over economic affairs," and the other end position might be: "Absolutely no government control over the economic system". The two positions are placed on the opposite ends of the line, as shown below.

Complete control       :   :   :   :   :   :       No control

The teacher then marks a series of points along the continuum, saying, "Between these end points there are numerous other positions. I am going to whip around the room and ask you to tell me where you stand on this issue. Briefly describe your position, without giving your reasons for holding that position. Tell me how much control you think is desirable and indicate where along the continuum you want to place yourself. Later you can share your

reasons for your position. You may pass if you wish."

The teacher goes around the room or calls on volunteers. The students place their names on the line and briefly tell what their placement stands for. If five to ten students respond, this is usually enough to get a spread of opinion and to give everyone time to determine his own position. The teacher may then put his own name on the line and explain what his position is, or he, too, may pass.

By now every student in the room has considered the issue for himself, and a free-wheeling discussion easily begins.

#### TO THE TEACHER

Sometimes the students tend to cluster together - because of peer pressure, fear of being different, laziness about considering the issues, coincidence, or because it was simply an unimaginative continuum. If clustering occurs students may be asked to write their answers on a piece of paper and the teacher can randomly choose some of these responses and post their positions on the continuum. Students must be allowed to write, "I pass," on their slips of paper. If clustering still tends to occur examine your continuum; it just may not be thought-provoking enough for your particular group.

Sometimes students (and adults) tend toward compulsive moderation in taking positions publicly. They place themselves right in the middle, thereby hoping to avoid conflict or the need to think critically. One thing the teacher can do if this occurs frequently is to simply eliminate the middle of the continuum. Explain that it's rare in life to be exactly in the middle of an issue.

The teacher must be particularly careful not to influence his students' choices. He must not verbally or nonverbally reward or praise students who have placed themselves on the continuum in positions he approves of. A wide spread of opinion usually means the continuum has encouraged good thinking about the issue.

#### VARIATIONS

The continuum can be a real or an imaginary line right down the center of the classroom. The students can actually place themselves on the line and negotiate with the people to their right and left to ascertain the correctness of their position. Students who are at the two opposite ends might profit from discussing

their differences.

Or, the teacher can post a very long continuum on the wall, identifying the issue and the end positions. A marking pen and masking tape are made available. Students write in their names somewhere along the line whenever they wish. During the course of the week, as they see the continuum develop and have time to reflect on their choice, they may want to change their position. All they have to do is put masking tape over their name and write it in again at a new position. The same procedure can be followed now and then with new issues.

**Additional suggestions - Values Continuum strategy:**

1. What should the U.S. attitude be on involvement with other countries?

Help every country even if not asked to do so	:	:	:	:	:	:	:	Help no country - Complete isolation
---	---	---	---	---	---	---	---	--

2. How far would you go to be popular with your group?

Do anything, including risking safety	:	:	:	:	:	:	:	Do nothing at all
---	---	---	---	---	---	---	---	----------------------

3. How much personal freedom do you have?

All decisions are made for you	:	:	:	:	:	:	:	Complete freedom to choose for yourself
-----------------------------------	---	---	---	---	---	---	---	--

4. How much freedom do you want?

All decisions to be made for you	:	:	:	:	:	:	:	Complete freedom to choose for yourself
-------------------------------------	---	---	---	---	---	---	---	--

5. How active are you in generating school spirit?

Earmuff Eddie	:	:	:	:	:	:	:	Cheerleader Charlene
---------------	---	---	---	---	---	---	---	----------------------

(Earmuff Eddie has so little school spirit that if he is forced to go to a pep assembly or game, he wears earmuffs and blinders and sits on his hands. Cheerleader Charlene gets so carried away with keeping the student body whipped into a frenzy that she doesn't know which team is winning and sometimes cheers when the other team makes a point.)

6. How do you feel about what you wear?

Holey Harold  
Harold always has  
holes in his clothes  
even when they're new : : : : : :

Wrinkle Free Walt  
is meticulous, he  
even irons his under-  
wear carefully.

7. How do you feel about fighting?

Jet-flight Jerry  
Jerry takes off at  
the sign of  
any dispute - in  
the opposite  
direction : : : : : :

Scarface Stu  
Just look at  
Stu crosswise  
and you'll find  
his fist in your  
face

8. How are you at decisions?

Complete unable to  
make decisions, even  
about what to wear : : : : : :

Doesn't waste a  
second thinking;  
makes lightning-fast  
decisions about everything

9. How do you feel about competition?

Avoids any situation  
where there is a chance  
to win or lose : : : : : :

Will trample anyone  
for the chance to win,  
and use any means

10. How much do you want from the family?

Completely dependent on  
family; no outside  
interests, friends, etc. : : : : : :

Completely indifferent  
to family; would rather  
be rid of them

11. How do you feel about school?

Dynamite Dan  
Students would be  
better off if the  
school were blown  
to bits : : : : : :

Stowaway Steve  
Loves school so much  
that the janitor has  
to drive him out of the  
school each night before  
locking up

12. How much do you talk to other people?

Tight-lipped  
Timmy : : : : : :

Blabber-mouth  
Bertha

13. What will you eat?

Picky Paul

: : : : : : :

Eat anything-and-  
everything Eloise

14. How do you feel about divorce?

Steadfast Stella -  
under no circumstances

: : : : : : :

Multi-marrying Martha  
-at the drop of the  
first unkind word

15. What do you do with your money?

Hoarding Hannah  
Won't spend a penny

: : : : : : :

Handout Helen spends  
it all or gives it all  
away. Never has enough  
left for necessities.

16. How do you feel about integration?

Favors complete  
and immediate  
integration.  
Enforced Bussing

Compulsive moderate  
Fights for open  
housing except in  
his own neighborhood

Actively opposed  
Withdraws child  
from public  
school.

17. How do you like teachers to relate to you?

Super-buddy - Lets  
us do anything

Compulsive moderate  
yells constantly,  
but doesn't do any-  
thing to stop us

Very strict and  
punitive. Beats  
us for a grammar  
error

18. How do you feel about the draft?

Pacifist Pete  
bombs the in-  
duction center  
and destroys  
their records

Compulsive Moderate  
opposes the war,  
but will go fight  
if called

Cannon Fodder  
Volunteers  
before being  
called

19. What percentage of the time are you happy?

Sad-sack Sara 0

: : : : : : :

100 Happy-time Helen

20. How do you feel about your school work?

Worry Wart Wilma : : : : : : : Couldn't care less Carol

21. How much do you try to please the teacher?

Rebel Ralph : : : : : : : Apple polisher Al

22. How do you feel about teacher and pupil appearance?

Inspector Irwin - inspects teachers' and students' fingernails every morning : : : : : : : Indifferent Igor - would barely blink an eye lash if students or teachers wore see-through clothes

23. How clean do you keep your room?

Eat-off-the-floor Ellen : : : : : : : Garbage-Dump Greta

24. How do you feel about premarital sex?

Virginal Virginia Wears white gloves on every date : : : : : : : Mattress Millie - wears a mattress strapped to her back

25. How would you raise your child?

Super-permissive Polly : : : : : : : Super-strict Sally

26. What should we do in Vietnam?

Gung-Ho Garry - Bomb the daylights out of the enemy, and China too : : : : : : : Hand-it-over Hal - Give South Vietnam up and get the hell out now!

27. How many friends do you need?

Stuck-up Stanley - only one friend - himself. Send himself valentines. : : : : : : : Friendly Frank - wants everyone to be his friend. Sends 5 pounds of candy to every one in school



28. How patriotic are you?

Griping Gary - My  
Country's not so hot

: : : : : :

Stars 'N' Stripes  
Sam - My country's  
never wrong.

29. How helpful are you to others?

Nasty Nellie - wouldn't  
do a favor, even for her  
own benefit

: : : : : :

Sugar-Sweet-Sue  
Always offers help,  
even when not wanted.

30. How do you feel about seat belts?

Washy Willie  
- wears them all  
the time, even to  
wash the car.

: : : : : :

Scissors Sam - cuts  
them off cars in  
parking lots

31. How much do you watch TV?

Blurry-eyed Bill  
- Never turns it off

: : : : : :

No-knob Ned - Never  
turns it on.

32. How selective are you about TV?

Anything that  
happens to be on

: : : : : :

Educational programs  
only or entertainment  
only.

33. What are your newspaper habits?

Never look at one, not even  
comics or sports pages

: : : : : :

Read every word, from  
comics to editorials

34. How sanitary are you?

Dirty Denny - chews  
used gum from underneath  
desks in school.

: : : : : :

Germ-proof Gerry  
- washes hands before  
each bite.

35. How legible is your handwriting?

Scribbly Sam - can't read  
his own writing

: : : : : :

Clear-as-print Clarence  
- spends hours writing  
every homework assignment.

36. What kind of Halloween celebrant are you?

Mischievous Mary - all  
tricks, even after treats

: : : : : :

Good Gertie - wouldn't  
trick anyone for anything  
Has never played a joke  
on anyone in her whole  
life.

37. What kind of Christmas celebrant are you?

Gimme Gertie - only  
cares about what she'll  
get.

: : : : : :

Givey Gladys - Generous  
to a fault. Refused to  
open any gifts given  
to her.

38. What percentage of your waking hours do you like to spend alone

0 : : : : : : 100

36. What kind of Halloween celebrant are you?

Mischievous Mary - all  
tricks, even after treats

: : : : : :

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: : : : : :

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to a fault. Refused to  
open any gifts given  
to her.

38. What percentage of your waking hours do you like to spend alone

0 : : : : : : : 100

2

APPENDIX E

The values-clarification approach tries to help young people answer some of the questions and build their own value system. It is not a new approach. There have always been parents, teachers, and other educators who have sought ways to help young people think through values issues for themselves. They have done this in many ways.

However, the values-clarification approach we are discussing in this book is more systematic and more widely applicable. It is based on the approach formulated by Louis Raths, who in turn built upon the thinking of John Dewey. Unlike other theoretical approaches to values, Raths is not concerned with the content of people's values, but the process of valuing. His focus is on how people come to hold certain beliefs and establish certain behavior patterns.

Valuing, according to Raths, is composed of seven sub-processes:<sup>1</sup>

**PRIZING one's beliefs and behaviors**

1. prizing and cherishing
2. publicly affirming, when appropriate

**CHOOSING one's beliefs and behaviors**

3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

**ACTING on one's beliefs**

6. acting
7. acting with a pattern, consistency and repetition

---

1. Raths, Louis; Harmin Merrill; Simon Sidney: Values and Teaching;  
Charles E. Merrill, Columbus, Ohio, 1966

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the actual consequences, do they develop their own values.

The small amount of empirical research that has been done on the values-clarification approach, and the large amount of practical experience with this approach by thousands of teachers, indicate that students who have been exposed to this approach have become less apathetic, less flighty, less conforming as well as less over-dissenting. They are more zestful and energetic, more critical in their thinking, and are more likely to follow through on decisions. In the case of under-achievers, values-clarification has led to better success in school.

This manual provides the teacher with 79 specific, practical strategies to help students build the seven valuing processes into their lives. Some teachers set aside a certain amount of time each day or each week for values-clarification, much as some social studies teachers set aside a block of time each week for current events. This block of time can range from five minutes to an hour or more a day. In some schools, there are elective courses in values-clarification, identified by many different titles.

Another approach to teaching values-clarification is to incorporate it into standard subject matter. Most subject matter can be taught on any or all of the following levels: the facts, the concepts and the values level. For example, in teaching the Thanksgiving story on the facts level, the teacher might ask what date the Pilgrims landed on Plymouth Rock. On the concepts level, the class would discuss freedom of religion and emigration, perhaps making comparisons with other historical or contemporary events. On the values level, the teacher might ask the class questions like, "Is there anything you value so strongly that you would leave this town or country if it were taken away? If you had to cross the ocean and, like the Pilgrims, could only take one suitcase full of belongings, what do you prize so much that you would put it in that suitcase?"

Still another, and often the most sophisticated use of values-clarification, is to tie the values-clarification strategies in with subject matter and skill learning so as to advance both the search for knowledge and the search for values.<sup>2</sup> For example, an ecology unit in a science class might begin with several values-clarification strategies aimed at helping students identify their feelings and priorities about certain environmental issues. Then the class might study the related subject matter. They might then decide on a plan of action utilizing their new knowledge in a project aimed at improving the environment. Thus the students have engaged in the valuing processes of prizing, choosing and acting, and at the same time they have learned the subject matter of the course.

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2. For a list of materials currently available and workshops offered in the values-clarification area, write to the Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987.

UNIT I  
ITEM C  
110

Subject Building Strengths of the Individual

Objective To identify an effective behavior for use and to prepare a plan to adopt the behavior.

Format of Activities:

Activity 1. Individual Strengths

Source: Life Skills Coaching Manual  
pp. 515-19

Time: 4 hours

Activity 2. Positive Feed-back

Source: unknown, but believed to be of sensitivity training

Time: 1 - 1½ hours

See Appendix A

Conclusions Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related materials

1. Powell, John  
Why Am I Afraid To Tell You Who I Am? - Chapter 2. p. 29
2. Bach, R.  
Jonathan Livingston Seagull
3. Maltz, Maxwell  
Psycho-Cybernetics - Chapters 2 - 8
4. Fast, Julius  
Body Language - Chapters 6 - 11

Origin As given

APPENDIX A

Subject

Positive Feedback

- a) General introduction - origin
- b) Break into groups of 4-6, working with people you know fairly well.
- c) One person is selected by the group and is told by each member of the group about his/her positive qualities. Group members can tell the person of the qualities in any order.
- d) All members, in turn, receive positive feed-back from others.
- e) General discussion by the group.

UNIT I  
ITEM C  
111

Subject Facing fears

Objective

1. To be aware that everyone is afraid of something
2. To bring your fears out in the open where the person can study them.

Format of activities:

Activities 1 - 7

Source: Counsellor's Resource Book for Small Groups in Guidance  
Unit 8, pp1-5, # 1-7 inclusive

Time: 50 minutes for any one activity.

Conclusions - Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Discuss whether the objective was reached or not and why

Related materials - As suggested in the activities

Origin - Counsellor's Resource Book for Small Groups in Guidance

APPENDIX A

SELF-CONCEPT

UNIT 8

Facing Your Fears

Grade Level: 7 - 12

Objectives: To bring your fears out in the open where you can study them.  
To be aware that everyone is afraid of something (Appendix A)

Content: Functions of Fear:

1. Protects us from danger (fright - gives us extra energy to flee or fight).
2. It pressures us into conforming (safety in numbers).

People usually react to fear in one of three ways:

1. Flight - run away, escape - move away from the cause.
2. Fight - face it, cope with it, confront it - move toward the cause.
3. Fright - paralyzed, frozen, indecisive - "locked in neutral".

What is a phobia? A deep, unreasonable, persistent fear (See Appendix B).

Some ways to overcome phobias:

- a) Learn all you can about the thing you fear. "In knowledge there's strength".
- b) Don't associate with people with same fears (reinforcing).
- c) Develop pleasant or neutral associations to thing you fear (not all bad).
- d) Through professional help (hypnosis, conditioning, therapy).
- e) Have someone you know and trust help you ("change agent") by reassuring you, sharing in your progress, etc.

## Activities

1. Use the FACE YOUR FEARS checklist (Appendix A) for discussion.
2. Use GLOSSARY OF PHOBIAS (Appendix B) as a handout and discuss.
3. "I'VE GOT A SECRET". Have students write down a fear (or phobia) they have or think they may have. Use all the same size sheets of paper and pencils, and remind students not to sign sheet. Read them aloud to the group. Discuss.
4. If group is open enough, have group help each student get rid of a fear or phobia by reassurance and having him or her "work it through" by verbalizing it and reporting progress at each meeting. Talking about it helps rationalize it, strengthens resolve, allows group spirit to help individual, and motivates individual to keep up the campaign to free self of the fear.
5. Discuss:  
"Everyone is afraid of something."  
"To be unafraid, totally and absolutely, is abnormal."  
"Cowards die many times, a hero dies but once."  
"We have nothing to fear but fear itself."  
"Most of the things we're afraid of don't happen."
6. In what situations is fear helpful (in danger, to escape: defensive driving; rescuing someone; etc.). Discuss.
7. What would you do if you saw a person "frozen" with fear (child lost in a park, person same age or older in frightening situation, etc.)?

## Resources

IDENTITY, Being and Becoming, (Bruce Publishing Co.)

The Teen-Age World, Philip H. Manuel, (Canadian Guidance Series)

Psychology for Living, Chapters 5 and 9, Sorenson and Malm.

I'm Joe's Adrenal Gland, Reader's Digest, May, 1971.

APPENDIX B

A GLOSSARY OF PHOBIAS

(this is only a partial list)

<u>PHOBIA</u>	<u>Involves fear of:</u>
Acrophobia	high objects or of being at great height
Agoraphobia	markets of great crowds
Aichmophobia	pointed objects
Ailurophobia	cats
Androphobia	men
Anthophobia	flowers
Anthropophobia	society
Apehephobia	being touched
Astrophobia	stars
Automysophobia	being unclean
Autophobia	one's self; being alone; solitude
Ballistophobia	missiles
Barophobia	gravity
Cherophobia	gaiety
Chionophobia	snow
Chronophobia	time
Claustrophobia	enclosed spaces
Climacophobia	staircases
Dextrophobia	objects on the right side of the body
Erythrophobia	red
Estrophobia	women
Gephyrophobia	crossing bridges
Graphophobia	writing
Hypengyophobia	responsibility
Icthyophobia	fish
Kathisophobia	sitting down
Levophobia	objects on the left side of the body
Linonophobia	string
Nonophobia	solitude
Necrophobia	death and dead bodies
Ombrophobia	rain
Ophidiophobia	snakes
Pantophobia	everything
Phobophobia	being afraid
Phonophobia	one's own voice
Photophobia	light
Phronemophobia	thinking
Scopophobia	being seen
Siderodromophobia	railroad travel
Sitophobia	eating
Stasibasiphobia	walking or standing
Taphephobia	being buried alive
Thalassophobia	the ocean
Vermiphobia	infestation with worms

MANIAS (a compulsion to do something):

MANIA

Kleptomania  
Poriomania  
Pyromania

COMPULSION

to steal when there's no real reason  
to move from place to place  
to set fires

UNIT  
C.  
#112

Subject: Defence Mechanisms

Objectives:

1. To help members identify defence mechanisms and to understand how and why they are used.
2. To help members identify and understand their own defence mechanisms as an aid to self-awareness and personal growth.

Format of Activities:

Activities

1 - 5:

Source:

Counsellor and Resource Book for Small Groups in Guidance  
Unit 10, p 4 - 4. #1 - 5 inclusive.

Time: 50 - 100 minutes for any one activity.

See Appendix A

Conclusions:

Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related

1 - 5 suggested

Materials:

1. Counsellor's Resource Book for Small Groups in Guidance  
Unit 10, p 4

6. Powell, John

Why Am I Afraid To Tell You Who I Am?

Chapter 5, p 104

7. Bach, R.

Jonathan Livingston Seagull

8. East, Julius

Body Language

Chapter 4, p 45; Chapter 5, p 64; Chapter 8, p 114

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UNIT I  
 ITEM 3.  
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SELF-CONCEPT  
UNIT 10

Subject: Defence Mechanisms

Objectives:

1. To help students identify defence mechanisms and understand why and how they are used.
2. To help students identify and understand their own defence mechanisms as an aid to self-awareness and personal growth.
3. To help students make decisions for self-improvement by changing their pattern of defence mechanisms.

Content Summary: Description of common defence and escape mechanisms, nervous habits, their function and cause.

Method: Defence mechanisms are ways to avoid facing realities which would otherwise be painful. They fall into patterns. These are the more common ones:

<u>Rationalization:</u>	making excuses
<u>Projection:</u>	criticizing others for your own thoughts or desires
<u>Isolation:</u>	condemning a person for one minor fault or isolated instance of behavior
<u>Disparaging:</u>	singling out a person or group. "looking down" on them
<u>Compensation:</u>	making up for a real or imagined fault

Escape mechanisms are ways of avoiding reality by escaping into other forms of behavior:

<u>Alcoholism:</u>	drug abuse - a crutch or insulator against reality
<u>Daydreaming (flight reaction)</u>	temporary, comfortable escape into fantasy

Self-Concept continued.

UNIT 1  
 WEEK 2  
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<u>Method:</u>	<u>Procrastination:</u> (fight reaction)	indecision, fear, paralysis, malingering
	<u>Aggressiveness:</u> (fight reaction)	reactive hostility, fighting back, "chip on shoulder"

Most of us compensate for the stress and anxiety of reality with nervous habits, such as:

fidgeting	sniffing
biting fingernails	scratching or picking at body
drumming on desk	yawning
chewing on pencils	blinking, squinting
twitching	clearing throat unnecessarily
chewing gum	gritting the teeth
excessive giggling	whistling, humming, moaning
mumbling	strong language
belching, burping	picking nose
cursing	picking teeth
sighing	tapping, rotating foot

Activities:

1. Prepare your own confidential list of nervous habits and defence and escape mechanisms. Establish a priority for those you would like to change. Write them on an unsigned sheet of paper and put it with others from the group. Counsellor reads them aloud as students write them on chalkboard. Discuss.
2. If group agrees, set up a "change agent" system in dyads. Partner knows what his (her) partner wants to change and helps. (like Alcoholics Anonymous "buddy system").
3. What are the defence mechanisms you most commonly see in your daily life? Discuss.

Variation: Keep a "DM log" of defence mechanisms you have observed between group meetings. Report and discuss.

UNIT I  
ITEM C.  
112

Activities:  
continued.

4. Discuss which defence or escape mechanism is involved:
- "I've heard many excuses, but no one good reason."  
 "Tune in, turn on, drop out."  
 "People 18 or over can get drunk any time they want - it isn't fair."  
 "Once a drunk, always a drunk."

5. Print these case studies and have student identify the defence mechanism used:

A. Thelma A. takes great pride in her wardrobe. She is single and spends every available dollar on the latest fashions. Her sister has a special date and has asked if she could borrow a certain pretty dress. "Certainly not", Thelma replies angrily. "after all, it's mine." Stroking the dress with loving care, Thelma carefully hangs it on a special rack and locks the closet door.

DEFENCE MECHANISM: Regression

B. Fred B. was blinded in an auto accident at the age of 12. He occupied his time by intense study and supervising newspaper routes run by high school students. Today, at age 30, Fred is general manager of a leading newspaper and an accomplished creative writer in his own right. "I'm just an average guy," Fred says. "Who devoted a lot of time and work to my job."

DEFENCE MECHANISM: Compensation

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TOPIC  
ITEM 9.  
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Activities:  
continued.

- C. "I just hate that fellow down the street." Adam C. complains between antacid tablets (Adam has ulcers). "Everyone else around here leads a clean, decent life, but not him. He ought to be hanged". Adam refers to an easy-going bachelor, almost a millionaire, who drinks, drives an expensive sports car, and is seen with a different girl each week. Adam subscribes to PLAYBOY and reads and studies every issue from cover to cover.

DEFENCE MECHANISM: Projection

- D. Ned D. drives a 2-year old car in need of a tune-up and set of tires. "I really do think I'll have to buy a new car," Ned says. "After all, you never know what will go next in this one." Ned's neighbour just bought a new car. So did his best friend.

DEFENCE MECHANISM: Rationalization

- E. Mary E. has a pleasant disposition and is well-liked by her friends and neighbours. Whenever she loses an argument, is discouraged at the office, or disappointed in any way, she will go to her room, sit in the corner, turn the lights out, and cry.

DEFENCE MECHANISM: Regression

- F. Tom F says: "Let me tell you about these Frenchmen. Now you can check this out very easily. In France, they drink a lot of wine. Matter of fact, there are more alcoholics per 100,000 population in France than in English speaking countries. That proves the French are irresponsible, unreliable, and mentally unbalanced."

DEFENCE MECHANISM: Isolation

UNIT IITEM 9.

112

Activities:  
continued.

- G. Frank G never got much attention from his parents. He was the youngest of several children. He excelled in school, got many awards for school activities, and became a successful executive, winning the support, admiration, and loyalty of all who came in contact with him.

DEFENCE MECHANISM: CompensationResources:Games People Play, Eric BerneThe Psychology of Behaviour Disorders, Norman CameronI'm OK - You're OK, Thomas HarrisThe Psychology of Social and Personal Adjustment, Henry Clay Lindgren, (American Book Company).Abnormal Behaviour, White

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## APPENDIX A

### DECISION MAKING IN GROUPS: COOPERATION AND COMPETITION\*

#### GENERAL OUTLINE:

1. What makes a good group decision?
2. From "plop" to consensus
3. Barriers to effective decision making
4. Integrative and distributive social situations
5. Cooperative and competitive strategies
6. How do you know when you're playing poker?

#### I. What makes a good group decision?

At least four criteria can be used to judge the goodness of a decision made by a group. Each of these is important and there is no reason to assume that they will not conflict with each other from time to time. That is, a decision may be good by one criterion and not so good by others. The four criteria I have in mind are as follows:

1. Quality of decision for moving the group toward its major goals.  
Is the decision practical? Does it use the group's resources effectively? Does it get maximum gain for a minimum effort?
2. Quality of decision for meeting individual needs of members. Were personal needs met or frustrated by the decision? (In general, member needs are most apt to be met if: a) each individual does express his needs freely without fear of being rejected as a person, and b) each member has a maximum opportunity to influence the decision.)
3. Commitment of members to carry out the decision. To what extent will each member do what is needed to make the decision work? How responsible do the members feel for the outcome of the decision? (In general, the more they agree with it and the more their needs are met by it, the more they will be committed to making it work.)
4. How long did the decision take? Was it made in time to be implemented?  
Did other activities suffer from the time spent on this decision?  
(While efficiency of decision making is important in most groups, we can seldom afford to let this value stand in the way of producing high quality decisions to which members are committed.)

Part I  
 Part D  
Decision Making  
in Groups:  
continued.

- I. In short, group decisions are apt to be of high quality to the extent to which the decision making method involves a maximum sharing of ideas, a maximum expression of individual needs in an accepting climate, and maximum public and private agreement with the decision.

Originally presented by Donald Wolfe.

II. From "plop" to consensus.

Bernard Bass has developed a classification of methods of decision making which is reproduced on the attached chart. The chart shows a number of ways of making a decision and the amount of public and private agreement with the decision that is likely to be associated with each.

Consider a ten-man group. Any single member can decide to attempt to influence others without any support from others. He lays a "plop". Both publicly and privately, all are aware of the failure to accept his decision. The sharing of ideas and feelings has also been at a minimum.

Sometimes, the member fails to sense or is indifferent to the matter of support from others and authorizes himself to decide for the group. As shown in the attached figure, only he seems to have accepted the decision. He ceases his self-authorization only when he becomes aware that the rest of the group has not accepted his decision. Again, the sharing of ideas and feelings has been minimum.

Particularly misleading for a single member is to gain a hand-clasping support from one other member which is misperceived as general support for a decision by the whole group. Typically, the group cannot build and grow if such decision making is frequent.

More overt conflict and pressure became apparent when a minority decides for the group. The discrepancy between public and private acceptance becomes greater. The minority publicly and privately accept the decision. Some of the majority go along publicly, but not privately. Although there may be a fair amount of sharing of resources and needs among the minority, the majority remains non-participating and, generally uncommitted. Apathy usually appears when the decision is to be carried out.

There is more use of resources and more commitment when a majority decides. Many or all of the minority may go along publicly, but their satisfaction and private agreement with the session are low.

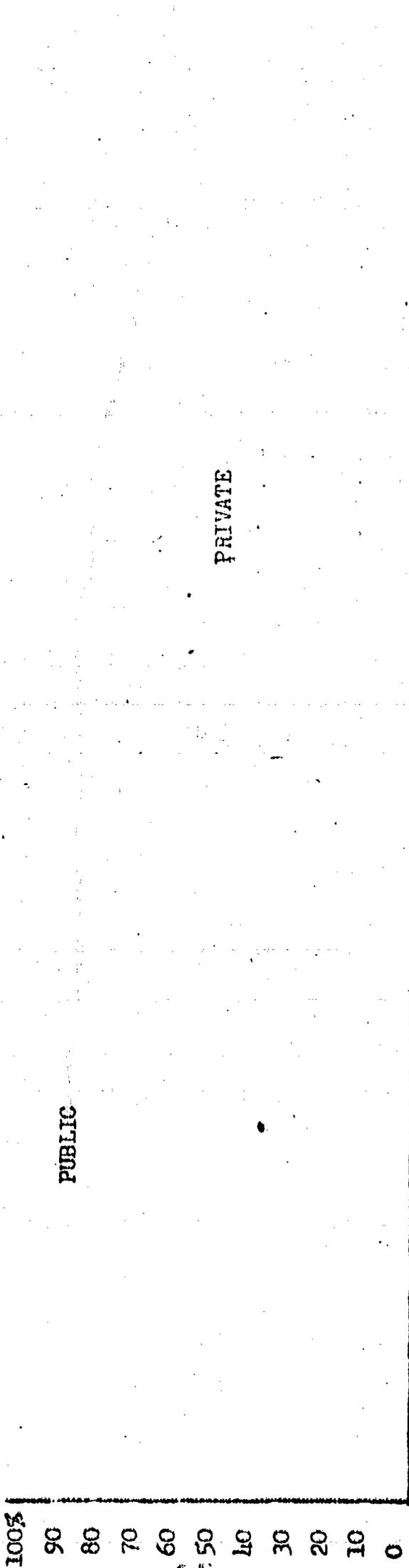
From "plcp" to  
consensus continued.

Consensus has been found to yield maximum commitment from all the group. Issues are thrashed out until all feelings have been considered before a decision is reached. Yet such consensus may be false if it is gained by announcing that silence means consent and when members refuse to reveal their true opinions about matters. Similarly when members are forced by group pressure the group freely offers his opinions and a decision is hammered out based on the public examination of all ideas is true consensus likely to be attained.

A "silence-means-consent" false consensus often occurs when members feel their ideas and needs will not be accepted by the group. Rather than risking rejection or attack, members allow themselves to be counted in agreement. Their private dissatisfactions may later lead to difficulty in carrying out the decision.

Similarly, when members are pressured into expression of opinion, but the climate is not one of acceptance of differences, they may express an agreement which is not felt.

PUBLIC AND PRIVATE ACCEPTANCE OF DECISIONS  
IN A GROUP AS FUNCTIONS OF HOW DECISIONS ARE  
REACHED BY THE GROUP OF TEN MEN



"Plods" Rejected by All

Method	Public (%)	Private (%)
Self Authorized	0	0
Hand Clasp	0	0
Minority Clique (3-4 decide)	0	25
Majority Vote (6-4 decide)	100	50
False Consensus (Silence is consent)	100	50
Forced Consensus (Let's hear everyone state his opinion)	100	50
True Consensus (Everyone open freely offering his opinion)	100	50

(Several Others "Go Along")

HOW DECISIONS ARE MADE

### III. Barriers to effective group decision making.

Many factors may be present which limit the ability of the group to make effective decisions. First, the members may lack some of the skills required-- skills in listening to the ideas of others, skills in expressing one's own needs or in interpreting the needs of others, skills in testing for consensus without threatening others, etc. Without such skills it is unlikely that a group can continually make decisions which make maximum use of the group's resources and which meet the needs of individual members; commitment to decisions in such groups tends to be weak.

A second kind of barrier to effective decision making may reside in the lack of mutual trust in one another or the lack of personal concern for each other's welfare. Where these conditions are absent, members typically are reluctant to make their own personal needs known to others and thus the group's decisions are unlikely to take such needs into account. Moreover, in the absence of trust in others and feelings of support from others, members are less apt to volunteer their resources in order to help implement the decision.

Much of the work of this laboratory is aimed at developing skills, of the kind described above and skills in creating in groups' atmospheres of mutual trust and concern.

A third kind of barrier to effective group decision making resides in competitive orientation among the members. This is closely related to the other barriers mentioned, but because it is somewhat more complex and difficult to deal with, I would like to go into it in some detail.

### IV. Integrative and Distributive Social Situations.

The basic assumption I make is that some situations call for a competitive orientation toward other persons; in other situations a cooperative orientation is more fruitful. Corresponding to each these are strategies in modes of behavior which are effective in meeting individual needs. I would like to examine some of the factors that should influence our choice between strategies of conflict and collaboration, or competition and cooperation in various social situations. As we shall see, the strategies used by the members will affect the kind of decision processes available to the group.

We can distinguish between social situations of two types--distributive and integrative. They differ primarily in the kinds of regards made available to the persons present. A serious poker game is an example of a distributive

Integrative and Distributive  
Social Situations continued.

IV. situation--what one person wins the others must lose. Rivals for a political office on the campus are also in a distributive situation; the votes given to one are counted against the other. On the other hand, the members of a football or basketball team are in an integrative situation visa vis with one another--as each member approaches his goal he automatically helps his teammates approach their goal. A team score is shared by all. Planning a joint research project (or a Human Relations Laboratory) is basically integrative--a payoff for one member results in a payoff for all.

How can we tell whether a situation is logically distributive or integrative? The key is the relationship among the goals of the various parties. Hence, the discriminating questions. If one reaches his own goals will others in some degree be unable to reach their goals: If so, they are in a distributive situation. To the extent to which goal achievement by one involves or leads to goal achievement by others is the extent to which the situation is integrative.

V. Cooperative and Competitive Strategies.

We can identify too familiar, but opposite modes of behavior. I am not suggesting that one is good and the other bad, but rather that one tends to be effective in integrative situations. But let's consider this issue more below:

COMPETITIVE STRATEGY

- |  |   |
|--|---|
| - Behavior is purposeful in pursuing own goals.  | 1. Behavior is purposeful in pursuing goals held in common.   |
| - Secrecy.   | 2. Openness.  |
| - Accurate personal understanding of own needs, but publicly disguised or misrepresented - don't let them know what you really want most so that they won't know how much you are really willing to give up to get it. | 3. Accurate personal understanding of own needs; and accurate representation of them.                       |
| - Unpredictable, mixed strategies, utilizing the element of surprise.  | 4. Predictable; while flexible behavior is appropriate, it is not designed to take other party by surprise. |

Cooperative and Competitive  
Strategies continued.

- V. - Threats and bluffs.
- Search behavior is devoted to finding ways of appearing to become committed to a position; logical, non-rational and irrational arguments alike may serve this purpose.
  - Success is often enhanced (where teams, committees, or organizations are involved on each side) by forming bad stereotype of the other, by ignoring the other's logic, by increasing the level of hostility. These tend to strengthen in-group loyalty and convince others that you mean business.
  - Pathological extreme is when one assumes that everything that prevents others from reaching other's goal also must facilitate ones own movement toward his own goals thus, one would state his own goals as being to negate goal achievement of others.
5. Threats or bluffs are not used.
6. Search behavior is devoted to finding solutions to problems, utilizing logical and innovative processes.
7. Success demands that stereotypes be dropped, that ideas be given consideration on their merit regardless of sources and that hostility not be induced deliberately. In fact, positive feelings about others are both a cause and an effect of other aspects of Approach B.
8. Pathological extreme is when one will assume that whatever is good for others and group is necessarily good for self. Cannot distinguish own identity from group or other person's identity. Will not take responsibility for own self.

Some effects of the use of these strategies. In some respects these two modes of behavior produce quite different results which may or may not be desirable. Following a competitive strategy often creates a "win-lose" orientation with the following consequences:

1. Strong "superiority-inferiority" we-they feelings develop. Individuals' factions or groups under competitive pressures rate themselves high on both cohesion and ability the opponents are seen as less capable and less well organized.
2. Distortions in perception. Experiments demonstrate that under competitive pressures persons perceive that they understand the other's proposals and

Cooperative and Competitive  
Strategies continued.

- V. 2. positions when in fact they do not. Actual similarities and differences are differences are apt to go unrecognized.
3. Distortions in judgment. Individuals or groups under competitive pressures almost invariably evaluate their own contributions as best and fall into down-grading the efforts of others.

All three of these consequences make joint-problem-solving and decision making more difficult.

With respect to group functions, the cooperative orientation produces more of the following behaviors than does the competitive:

- a. attentiveness to others
- b. communication and mutual understanding
- c. friendliness, pride in group
- d. group support rather than individual defense efforts
- e. coordination of efforts, efficient use of resources
- f. equality and speed of production

In short, the use of competitive strategies among the members of a group tends to decrease the ability of the group to make decisions which meet the first three criteria outlined above, and speed of decision making is apt to be attained only at the expense of the other criteria.

VI. How do you know when you're playing poker?

Earlier I suggested that the competitive strategy may be effective in leading to the achievement of one's own goals in distributive situations, certainly in a serious game of poker. The question is, how do you know when the situation you're in is like a poker game--how do you know if it's distributive? I wonder if we don't often get into trouble because we misinterpret the situation or use an inappropriate strategy. Two problems arise which we need to be alert to.

1. We overuse a strategy. Some people tend to appraise every situation as if it were a distributive game; e.g. he will transform every discussion into a debate. He may always be on the lookout for himself, fearing that others may take advantage of him. In a sense, he might be called cynical.

How do you know when  
you're playing poker?  
continued.

- VI. 1. Some other persons tend to approach every situation as if it were integrative, assuming that what's good for others is also good for oneself. Such persons tend to be unable to compete and where the rewards are distributed unequally they tend to be taken advantage of they might be called naive.

Ideally, we should hope that we can see the objective reality of the situation and choose strategies which are appropriate and effective. The overuse of either strategy makes us less effective group members.

2. The mixed social situation. Unfortunately, the dichotomy between integrative and distributive is too simple. For situations are as "pure" as the poker game or research planning. Most situations contain both integrative and distributive aspects. In the classroom, for example, grading "on a curve" is largely distributive--if others get high grades may change for an "A" is reduced. On the other hand, I am apt to learn more if the atmosphere in the classroom is "open" and if the knowledge other students hold becomes available to me--the higher the quality of the discussion in general, the more we all learn.

Campus politics also present a "mixed" situation. Because there are relatively few offices to which one can be elected or appointed and because the symbols of "real success" are scarce, extra-curricular activities tend to be distributive. Competition is an integral part of such activities. As to the extent that clubs and committees on the campus attempt to take action (e.g., plan dances) they are integrative--cooperation and collaboration are logically required. Unfortunately, the skills that enable us to win our positions of leadership (competitive skills) are not necessarily the skills which enable us to lead effectively (e.g., to help the group make effective decisions) and we find that ourselves are doing all the work. "Nobody is back there following."

Following both cooperative and competitive strategies at the same time is always difficult and often unrewarding. In disposing our back-home problems where we find we have had to use competitive strategies, we can come to one of three conclusions:

1. First, that no real conflict exists, but it has been assumed that it does. That is, the logical structure of the situation reveals no real conflict of

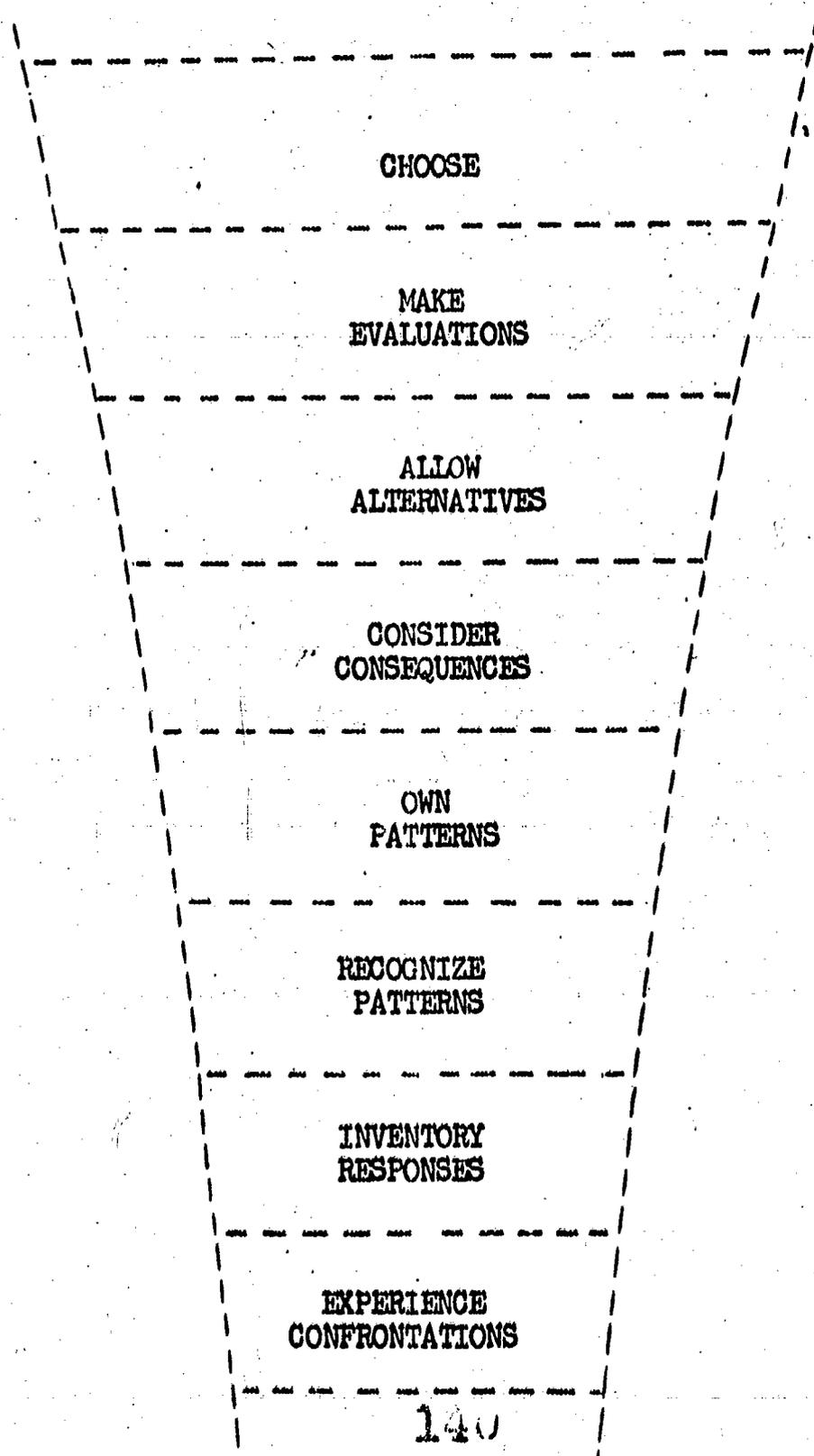
1. goals or distributive reward structure. In spite of our early assumptions, some of us learned that is the situation in the T-group. Opportunities for cooperation and collaboration may be discovered, and effective decision processes developed.
  
2. Second, no real conflict of goals, a fact that is already recognized by all involved, but basic attitudes of mistrust and lack of mutual concern may prevent affective collaboration toward common goals. Here one must work directly on relations among the members. We spend much time at the lab on these issues.

3.

APPENDIX B

THE TRUMPET

Gerald Weinstein  
Center for Humanistic Education  
University of Massachusetts



8. Now that I have a choice, which behavior do I want to use?
7. What happened when I allowed myself a new behavior?
6. Will I allow myself any additional patterns of response?
5. What happens or could happen in my life because of this pattern?
4. What function does this pattern serve for me?
3. What was typical of me?
2. How did I respond? What was unique? What was common?
1. I interact with a situation that generates data?

## TRUMPET PROCESSING GUIDE

- Gerald Weinstein

Center For Humanistic Education  
University of Massachusetts

Following are additional processing ideas for each phase of the sequence:

### A. Confrontation and Inventorying of Responses.

1. What's happened? What did you do? What specific actions did you take?
2. What were you paying most attention to?
3. At which points in the situation did you feel most comfortable, most uncomfortable?
4. Can you describe any of the feelings you had?
5. Where in your body were the feelings being experienced?
6. What sentences were you saying to yourself? What was your internal monologue or dialogue?
7. Can you write down what some of the different voices in your head were saying as if it were a script?
8. How many of the sentences involved "shoulds" or "shouldn'ts"? What were they?
9. If you felt like doing something else, what stopped you or allowed you to do it?
10. Were you affected by the responses of others? How?
11. How were your responses to the situation the same or different from others in the situation?

### B. Recognizing and Clarifying Patterns.

1. How is your response typical of you?
2. In what kinds of situations do you usually respond that way? (When, where, and under what conditions?)
3. If you were going to train someone to respond as you do in those situations, what would you train them to do? (Detailed as possible.)
4. Can you remember the first time you responded this way? Describe the situation as if it were happening right now.

5. What would be the exact opposite response from yours? (Describe in detail.)
6. Fill in the following blanks in regard to your pattern:

Whenever I'm in a situation where \_\_\_\_\_,  
I usually experience feelings of \_\_\_\_\_. I tell myself  
\_\_\_\_\_, and what I do is \_\_\_\_\_.

### C. Owing Pattern by Clarifying Function

1. Imagine that your pattern is a servant you hired. What is that servant supposed to do for you? Can you write a job description?
2. Put your pattern in an empty chair opposite you. Now get into that chair and become your pattern talking to you. Begin your statements first name like this:

Your \_\_\_\_\_ if it weren't for me . . .

(let the pattern brag about how useful it is to you)

3. What does your pattern get for you?
4. What does it help you avoid? What and how does it protect you? From what?
5. Suppose you wanted to sell your pattern to others. Make up a powerful advertisement that would make others want it.

### D. Consequences

1. Is your pattern getting you what you want?
2. Where is it falling down on the job?
3. Are there some effects your pattern is having that you don't particularly like?
4. What price are you paying for your pattern?
5. What part of your pattern annoys you?
6. Suppose you could never do anything different with your response, what might happen?
7. Are you missing out on anything by responding this way? What?
8. What precautions would you give somebody who was going to use your pattern?

## E. Alternatives

1. Imagine that you have discovered the "perfect solution" and have found a way to respond that doesn't cost you as much as your original pattern. Picture yourself with this new response pattern in the following situations:
  - a. Your classroom.
  - b. At home.
  - c. A social occasion. (use any appropriate situation)
2. Answer the following questions for each of the above situations:
  - a. What are some of the specific new behaviors you would be exhibiting?
  - b. What differences in you would those who know you best be most likely to notice? What would they say? How would you respond?
  - c. What new feelings would you have about yourself?
  - d. How would these feelings affect your appearance? Would you walk, talk, look different? How?
3. Brainstorm all the possible experiments that might serve to get you started in the direction you want to go.
4. Pick one or two that seem to be achievable. For each one answer the following questions:
  - a. What within you will attempt to sabotage your experience?
  - b. What within you will allow you to try the experiment?
5. After deciding on some strategies, outline the specific actions you will take. What are they? In what situations are they to be tried, with whom, and how often? How can you reward yourself for your efforts?
6. Let at least one other person know of your experimental design and decide how and when you will report your progress to that person.

## F. Evaluation

1. What happened with your experiments?
2. What were some of the thoughts, feelings, and action consequences that resulted?
3. Did your strategy seem adequate, or does it need some revision?
4. If what you tried was a fair trial and didn't seem satisfactory, what else might you try from your list of alternatives?

## G. Choice

After running these experiments with yourself, what decision are you ready to make about your original pattern and alternative "try on" behaviors?

A person who had successfully internalized the Trumpet Process would be adept in filling in the blanks of the following passage for most intra or inter-personal situations:

Whenever I \_\_\_\_\_, I anticipate that  
confrontation

\_\_\_\_\_ . So I usually \_\_\_\_\_  
thought feelings, behaviors

\_\_\_\_\_ . I react that way in order to get and/or avoid  
typical reaction.

\_\_\_\_\_ . But in the process, \_\_\_\_\_  
function consequences

\_\_\_\_\_ . So what I would really prefer is \_\_\_\_\_  
price paid ideal end-state

\_\_\_\_\_ .  
The next time I found myself in that situation I tried out the following  
experiments: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I liked what happened when I tried \_\_\_\_\_  
specific experiment

so from now on I am going to \_\_\_\_\_  
choice

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APPENDIX C

Decision-Making

Grade Level: 7 - 12

Objectives:

1. To help students' problem-solving ability to develop a skill in evaluating problems, analyzing data, perceiving alternative solutions, and effectively making decisions.
2. To practice the decision-making process in a practical, meaningful way.

Content Summary:

To focus in on the decision-making process with practical examples and activities which develop problem-solving skills.

Method:

Discuss the "scientific method" and give practical examples. Point out that this is the method used by all scientists and which made it possible to land men on the moon, design jet airplanes, TV, bridges, skyscrapers, etc. The scientific method is a logical way of thinking in order to reach a decision or solve a specific problem. It can be applied to any problem, even those in everyday life.

1. State the problem; recognize and isolate the specific problem, issue, question, or decision which needs solution. Identify and define it.
2. Observe objectively; see what's really there, not what you want to see; perceive accurately; re-condition yourself.
3. Gather data; accumulate evidence; amass as much information as possible, even if it may seem irrelevant.
4. Perceive a pattern; evaluate; analyze; explore all alternatives; be aware of total problem, all data, all possibilities.
5. Decide! Choose best solution; make decision; come to some definite conclusion; take action.
6. Evaluate, check back. Was it the best solution? Next time, maybe you can handle the situation better. If all went well, next time handle it the same way. But check back anyway to be sure.

\*Despite these steps toward sound and scientific problem-solving, emotions and conditioning may alter and influence judgement (war, nuclear "overkill", prejudice, pollution, heroin addiction, prostitution, etc.).

After you have outlined in your mind (or on paper), your approach and tentative solution to the problem, go down this checklist and consider ideas which might apply and give you further help:

1. Think of similar situations. Something about a related problem might shed light on a better solution to the one now confronting you.
2. Apply your solution to a real situation. If you've been thinking of a real situation, generalize your solution to apply to a group of problems or to other situations. How does it fit? See anything new?
3. Try it on a smaller scale, so you can observe and better handle the consequences. If it works, you should feel more confident in solving the bigger problem.
4. Try alternatives using different points of view, different methods of solution. From this you can better judge the best solution.
5. Rearrange the order of steps in your solution. Try it with this changed order of steps. It could be better this way.
6. Share the problem with others you can trust. Two or three or more heads are better than one. Pool their ideas, brainstorm.
7. Take a break. Walk away from it, then return. You'll be more refreshed, have more energy, and the problem may not seem so large. You may see it differently, more clearly.
8. Weave the solving of the problem into other activities. It may be easier this way. Include it in related - or even different, unrelated - activities.
9. Take a quick look at it when you're doing something else. It may then seem so simple you can solve the problem more quickly than you thought. Something you may have missed before, something so obvious, so close, you couldn't see it before, may stand out in this quick scanning.
10. After it's solved, and you've checked back and evaluated it for future use and reference, move on - and forget all the finer details. Enjoy the satisfaction, perhaps even the relief, of taking the responsibility and successfully solving the problem. There are other problems now and coming which will need your time, energy - and your increasing experience.

#### Activities:

##### 1. Discuss:

"Science is simply common sense at its best - rigidly accurate in observation and merciless to fallacy in logic."  
(T. H. Huxley)

"Science is nothing but developed perception, interpreted intent, common sense rounded out and minutely articulated."  
(Santayana, The Life of Reason)

"My decision is maybe, and that's final."

"Not to decide is to decide."

"Every why a wherefore." (Shakespeare)

"Freedom is the right to choose the line of greatest advantage instead of the path of least resistance."

"Good thinking tends to produce evidence, not judgements."

2. Duplicate this story and have the group complete the activities following it. This should be done individually, then shared in small groups (4-6), and, finally, discussed in the whole group.

## Decisions, Decisions!

The alarm went off. Mike slowly awakened from his dreams. The clock, he reasoned, rang as it always did, at 7:00 AM, in time to get him to school to satisfy the rules there. Ugh! It wasn't a pleasant thought. It was, he remembered, the day of the math test, applications for Grade IX, his speech in English. He brushed teeth and washed his face. He walked to the closet to select a shirt. "This one won't make it with the kids in my class; this one won't pass my mother, but this one might please them all." He combed his hair on the way to the kitchen. That new shampoo was working better than the old stuff, he thought. If he didn't take time to eat anything, he would have some extra time to look over his math text. But he knew he never thought very well when his stomach was rumbling, so he ate some toast before leaving for school.

First period he had his math test. This test would make the difference between a pass and a fail for the term. Some questions were really tricky. Pete, "the brain", was right across the aisle and his paper was within easy reading distance. Mike could see the solution to question 4, but looked away and continued to work on his own. "I know this stuff" Mike thought, "and I can make it OK without taking the risk of getting caught cheating".

During his lunch period, he decided to see his counsellor. He had to make up his mind: Shop or French for next year and he had to decide by 8th period. That put the pressure on. He went to English getting into the mood for his speech on drugs and teenagers. He had worked hard on it. Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather leave his until tomorrow. If Mike did, he would have more time to practice. But he would worry about it that night. He raised his hand and told Miss Carroll he would prefer to give it that day. It went well, and he was glad he got it over with. He remembered the counsellor's appointment. Shop or French? He was always handy with tools, but he liked languages and was fascinated with the idea of actually talking with someone in another language. So it would be French.

After school, the gang wanted him to go to the community club. Others wanted him to play hockey. He wanted to do both. He had promised his mother, though, that he would clean the garage and practice his trumpet. What would he do? Which was most appealing to him? Which would he choose? The garage, then the trumpet. And neither was his favorite!

Supper was exceptionally tasty that night. Mike thought of all the different foods he had tasted in the past year. If he had to choose a favorite food, it would be roast beef, just like supper that night. He also chose more, and he left the table feeling so full he was uncomfortable.

At 11:00 PM he fell into bed, exhausted from all the decisions he had been making during the day. Life was just one decision after another!

- A) As a group, list the decisions he had to deal with throughout the day.
  - B) Individually pick out the five most important decisions you feel Mike made. List them in order to importance. Compare your list with other students'. Discuss why you think this was an important decision for him.
  - C) Think of your own day. List the decisions you have had to make today. How and why did you decide what to do? List three important personal values which help you make decisions.
  - D) Remembering that what you do expresses your values more than what you say, can you now list some things you have done in the last two weeks which express the values you have just listed?
3. Imagine you want to buy a car. Which make and model would you buy if you were limited to \$3,000? How and why would you decide on the engine (6 or V-8), 2-door or 4-door, standard or automatic transmission, regular or heavy-duty suspension (trailer, camper), bias-ply or radial tires, color, etc.? How much of the decision-making in buying a car is practical and functional and how much is impulsive and emotional? (sporty models, extra options, big engines, etc.)? It is interesting to note how long it is taking for safety features and anti-smog devices to catch up to pleasure and comfort options.
  4. How can the scientific method be used to solve problems of: What to read, what shows to see, how to spend money, how to choose and treat friends, how to deal with home problems (parents, brothers, sisters), how to break a habit, what courses to take, what to do on the weekend, choice of career or college; husband or wife; a home; leisure-time activity (most rewarding hobby); government passing laws, (setting regulations); industry (improving production, setting policy); improving human relations (overcoming prejudice, improving communication, awareness, understanding).
  5. Should senior high students be allowed to smoke on the school grounds and in the school building? How can this question be answered using the scientific method? What would the answer very probably be?
  6. In small groups (4-6), imagine each group to be the crew of a spaceship. There is insufficient fuel for any ship to reach earth unless one crew member is sacrificed. Every effort has been made to lighten the ship by removing food, fuel and equipment, but still the only hope is for one member in each crew to be removed. Let each "crew" decide how the one person to be sacrificed will be chosen. Compare solutions. How was the decision reached? How much of the decision-making was scientific? How much emotional? (Most groups seem to choose drawing lots - the least emotional and most impartial).
  7. Ten Words For Survival - If our vocabulary was to be limited to only ten words, what would they be? Have student compose his/her own list. In dyads have them synthesize their 20 into 10. In groups of 4 (two dyads together), again synthesize the 20 into 10. Meet in the whole group and synthesize into 10. Which words were left out? Who contributed the most? How many students had the same word throughout? On what basis did they choose each word? (objective or subjective, scientific or emotional, societal mores or necessity, etc.) Discuss how the scientific method would have been easier than guessing, subjective judgement, emotions, conditioning, etc.

8. Have each student think of one question or problem they would like to solve by sharing confidentially with the group. Use the 5-step scientific method with the group to study each question. Have each student report on progress at each session. In this way group insight and awareness are collectively applied to stating the problem, observing, gathering data, etc., and there is a community feeling none of which is possible with individual problem-solving. Point out and discuss the pro and con of this "group spirit".
9. Read, individually think about, then discuss this statement by Justice O. W. Holmes:

"The recording of facts is one of the tasks of science, one of the steps toward truth; but it is not the whole of science. There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact-collectors who have no aims beyond their facts are one-story men. Two-story men compare, reason and generalize, using the labors of the fact-collectors as well as their own. Three-story men idealize, imagine, and predict. Their best illumination comes from above, through the skylight".

Unit I

Item D - Problem Solving Skills

113

Subject - Solving problems with a system

- Objective -
1. Define the problem.
  2. Analyze the information.
  3. Assess available information.
  4. Consider the alternatives.
  5. Make a decision.
  6. To practice the decision-making process in a practical meaningful way.

Format of Activities:

READ APPENDIX A BEFORE BEGINNING ANY ACTIVITY

Activity 1. The Trumpet

Source: Gerald Weinstein Center for Humanistic Education,  
University of Massachusetts

Time: 1½ - 2 hours - See Appendix B

Activity 2. Decision-Making

Source: Counsellor's Resource Book For Small Groups  
in Guidance

Unit 16, pp 1 - 6 Method and Activities  
1 - 9 inclusive

Time: approximately 120 minutes for any activity  
- See Appendix C

Activity 3. Problem-Solving

Source: A Handbook of Structured Experiences for  
Human Relations Training

Volume II, #31, pp 26 - 31

Time: Approximately 50 minutes

1.34

Conclusions:

Group consensus re:

1. What did the process allow you to do?
2. Gerald Weinstein, Center for Humanistic Education,  
University of Massachusetts
3. A Handbook of Structured Experiences For  
Human Relations Training,  
Volume II

UNIT II

UNIT II  
HUMAN RELATIONS

154

UNIT II

HUMAN RELATIONS

ITEM A. - Developing personal values and a philosophy of life.

201 Subject Identifying Assumptions

Objective To use personal biases to identify some assumptions.

Format of  
Activities

Activity 1. The Smith Family

Source: Life Skills Coaching Manual  
pp 124 - 134

Time: 3 hours - see Appendix A

Activity 2. Communication Skills -

Listening and Analysis

Source: Counsellor's....etc.  
Unit 104, pp 9 - 10

Time: approximately 1 hour - see Appendix B

Conclusions Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related

Materials

1. Harris, Thomas, I'm O.K., You're O.K.
2. Berne, Eric, Games People Play
3. Powell, John, Why Am I Afraid to Tell You Who I Am?
4. Fast, Julius, Body Language  
Chapters 5, 8, 9.

Origin

1. Life Skills Coaching Manual (modified by L. M. Larson)

UNIT IIITEM A.

201

SubjectIdentifying Assumptions

- a) Show the whole group a photocopy of The Smith Family (p.134), asking the members to look at it closely so that they can answer questions about it.
- b) Break into groups of 2 - 3.
- c) Give every person a copy of The Smith Family.
- d) After each group has finished answering the questions. give each group an answer sheet (or one per member).
  - Ask them how many answered "Yes" or "No". How many filled in facts about the picture which they did not see in it?
  - The questionnaire points out 10 assumptions easily made about the projectual.
  - When incomplete information is received, our minds fill in the missing parts to give a complete missing. The parts which are supplied to complete any set of ideas are called assumptions. Personal experience and judgments are used to fill in information.
- e) Have each group define 'bias' and its purpose (p 126, paragraph 4).
- f) Skill Application, p 126, #1, 2, 3.
- g) General group discussion on biases and assumptions.

UNIT IIITEM A.

201

SubjectCommunication Skills - Listening and AnalysisGrade Level: Jr. - Sr. HighObjectives:

To illustrate some steps in logical analysis.

To illustrate some pitfalls in analysis: weak listening ability to group, - personal bias.

Activities:

- a) Class members are divided into groups of six members each. Each member is given one card on which one of the following clues has been written.

Clues:

1. Mr. Abel is a bachelor and slightly bald.
2. The counsellor is the stenographer's son-in-law and drives a Firebird.
3. Mr. Anderson is 25 years old.
4. The assistant principal is the principal's grandson.
5. Miss Evans is the Chemistry teacher's step-sister and comes from Regina.
6. Mr. O'Connor is a neighbour of the principal, who has two sons.

- b) Pass out copies of - "Instructions to Group Members" on next page.

- c) Answer Key - Principal - Mrs. Sealy  
Assistant Principal - Mr. Abel  
Counsellor - Mr. Anderson  
Stenographer - Mr. O'Connor  
Chemistry teacher - Miss Fields  
Clerk - Miss Evans

- d) The solution should show why according to the clues that only one person can fit each position.
- e) The large group assembles to discuss their results and reactions.

Instructions to Group Members

- 1. Do not show your cards to the other members of your group. You must give your clues orally.
- 2. By listening to the clues of each group member and by using analysis skills, fit the right person to the right job.
- 3. The people listed in the left-hand column all work in one school. Listed in the right-hand column, but not necessarily in order, are the jobs in the school.

Mr. Abel	Principal
Mr. O'Connor	Assistant Principal
Miss Fields	Counsellor
Mrs. Sealy	Stenographer
Miss Evans	Chemistry Teacher
Mr. Anderson	Clerk

- 4. Your group should select a secretary. In your solution, you should show why, according to the clues and the above information, only one person is possible for each job in the school.

\* REFER TO GUIDELINES FOR USE

UNIT II

ITEM A.

\*202

Subject Defining our own philosophy of life and identifying personal values.

Objective

1. To provide an opportunity for group members to become aware of and examine their own value systems.
2. To promote discussion on why values and standards are changing - if they are indeed changing.

Format of Activities.

Activities 1 - 13

Source: Counsellor's Resource Book for Small Groups in Guidance.  
Unit 14, pp 1 - 12,  
activities #1 - 13 inclusive

Time: approximately 60 minutes for any activity - see Appendix A

Conclusions Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related Materials 1 - 5 as suggested in  
Counsellor's Resource Book for Small Groups in Guidance.

Unit 14, p 6

6. Bach, R., Jonathan Livingston Seagull  
7. Maltz, Maxwell, Psycho-Cybernetics

Origin 1. Counsellor's Resource Book for Small Groups in Guidance.

UNIT IIITEM A.

202

SubjectSelf-ConceptPhilosophy of Life, Personal ValuesObjectives

1. To have students become aware of and examine their own value systems.
2. To promote discussion on why values and standards are changing, if indeed they are changing.
3. To clarify personal ethical questions of students.

Activities

1. Use Case Studies #1 and #2 (Appendix A and B).
2. Values Checklist (See Appendix C).
3. How does your own personal value system differ from that of your parents? How is it the same? How does your personal value system compare with that of your friends? How much of your value system has been conditioned by parents, friends, school, social class, religion, etc? How much is uniquely your own?
4. Values. Use case study #3 (Appendix D). Alternatives are based to a large extent on individual value systems.
5. Think of the man or woman you admire most - can be living or dead. What do you admire about him/her? What does this tell you about your own value system?
6. Have students research the major tenets of the leading world religions. Compare and list similarities, differences. Discuss.
7. List the attributes of a "perfect" person. In groups of 4 - 6, compare lists. Which attributes were listed by two or more students? Make a master list agreeable to all in the group. Which attributes have been left out? Discuss in the whole group. Where did the attributes really come from (parents,

7. school, friends, society, self, etc.)? How many attributes differ from those of parents, friends, school, society, etc." How does it feel to work with people who don't share your values?
8. Who, in your opinion, was the most perfect person in the world? Why? Who, in your opinion, was the most imperfect? Why? How many students came up with same choice? List the different opinions. Discuss.
9. Ranking Values. Have these values typed on index cards. Each group member arranges them in order of importance to them. Have them write them in order, then pass the cards, shuffled, to the next person. Compare and discuss the resulting list. Use numbers to take initial survey and quick reference. (There is no "right" or preferred order). Have students pick the "top ten" they most like. Have them eliminate all but 5. Discuss these five.
  1. Courage, being brave
  2. Sharing, being democratic
  3. Moderation, balance, good judgment
  4. Self-control, self-mastery, humility
  5. Being dependable, reliable, trustworthy
  6. Self-respect, self-acceptance
  7. Being easy to get along with, fun to be with
  8. Working hard toward my goals
  9. To love and enjoy life and its experiences
  10. Being reasonable, rational, rather than emotional
  11. Making full use of my potential and capabilities
  12. Being honest with myself and others
  13. Being independent, making my own decisions
  14. Treating others as I would want to be treated
  15. Maturity, wisdom, insight
  16. Contentment, serenity, deep satisfaction
  17. Understanding and accepting myself and others
  18. Making money
  19. Getting the things I enjoy most
  20. To be happy
  21. To be loved, accepted, understood
  22. Sincerity

10. What are values others have which you disagree with? Why? (see resources for source of specifics).
11. Type the following situations on index cards and hand to groups of 4-6 students. Then discuss and prepare to role play the situation or share their opinions with the whole group.

Situation #1. You are talking with a good friend. He/she mentions that he/she knows someone who has access to some hashish. He/she asks if you would like to split the cost. You are pretty straight and you thought your friend was, too.

1. Will you go along with your friend because if you do not you may lose his/her friendship?
2. Will you refuse and jeopardize his/her friendship?
3. Will you try and convince your friend that possession of hash is illegal and persuade him/her not to get involved?

Situation #2. You go to a department store shopping, with a good friend. He/she asked the sales lady if he/she can try on some jeans. Your friend decides to wear a pair of jeans under the old pair he/she has on.

1. Would you tell the sales lady about your friend?
2. Would you try to explain to your friend that he/she could be arrested for shoplifting?
3. Would you insist he/she return the new jeans?

Situation #3. You are talking with a friend about having a party. Most of your friends drink but you don't because your parents do not approve. They want to have a big bash at your place because your parents will be away.

1. Will you tell your friends they can have the party as long as there is no liquor?
2. Will you go against your parents' wishes and allow them to bring liquor into the house?
3. Cop out and call off the party?

Situation #4. You go to Fargo for the week-end. You and your friend spend \$100 each. You are allowed to bring back \$25 worth of merchandise without paying duty. You want to declare everything at the border over \$25, but your friend wants to take chance smuggling it across the border.

Situation #4.

1. Would you try and convince your friend to declare all of his/her goods too?
2. Would you report your friend to the customs officer?
3. Would you explain to your friend that if you are caught all purchases could be confiscated?
4. Would you go along with your friend and not make any declarations either?

Situation #5. You are with a group of friends at a school function. Your parents told you to be home at 11 o'clock, but after much discussion you have convinced them to change your curfew to 12 o'clock. However, it is getting close to midnight, and your friends decide to go for a pizza. You especially want to go because you really like one of the boys/girls you are with and if you go home now he/she may think you are a real drag.

1. Would you decide to go home?
2. Would you stay with the group and face the consequences when you do get home?
3. What do you think your parents would want you to do?
4. Would you phone your parents and ask permission to stay out? What if they said no?

12. Read and think about the poem, then go on to the statements for discussion.

"So, little girl, when you speak greetings,  
When you tell jokes, make wishes or prayers,  
Be careful, be careless, be careful -  
Be what you wish to be."

- Carl Sandburg

Discuss:

1. You should always say whatever you are thinking or feeling at all times whenever you wish. (dying child?)
2. "There is a time and a place for everything."
3. "Speech is silver; silence is golden."
4. "Sticks and stones can break my bones but words can never hurt me."
5. Freedom of speech does not include yelling "Fire" in a crowded theatre.
6. "What you are shouts so loudly. I cannot hear a word you're saying".  
(Ralph Waldo Emerson)
7. "Empty barrels make a lot of noise."
8. "It's not what you say but how you say it."  
"Talk is cheap."

How does your value system influence your reaction to the poem and the statements for discussion? How does your value system affect when you speak, what you say, and how you say it?

13. THE TEN COMMANDMENTS:

- a) The students are asked to write out as many of the Ten Commandments as they can recall. Any distortions, omissions, change of order, etc., can be discussed where the counsellor feels it valuable.
- b) The students then write ten commandments they feel they would like society to live by in the future.
- c) Collect the lists of commandments and read out each list without naming the author. Have students respond openly in the class or large group, or divide the students into groups and pass out samples of the commandments for discussion.

Make sure that the students are watching for commandments which are coercive or absolutely impossible to fit a general social situation. For example:

Commandment: "Avoid arguments"

Possible response: "Some arguments may be useful or necessary."

This commandment is therefore too limiting.

Commandment: "Don't let obstacles stop you. Overcome them."

Possible response: "A good general knows when to retreat."

The students should realize they may tend to impose upon themselves coercive, absolute values. Also, there are many conventional myths and customs in our society which make it difficult for people to set their own unique standard of values relevant to their own life and situation.

Discussion Guide:

1. Why have a value system? (provides personal code of conduct; basis of ethical relationships; fosters cooperation; promotes social welfare and a more orderly society; is "an anchor to windward" in a crisis - "something to fall back on" something to believe in).

2. Is your value system exactly the same as that of your friends? If so, what part of it is your own - are you only a follower? If not, why not - are you only a follower? If not, why not - are you a rebel just for the sake of "rebelling" (Explore extent of conformity).
3. Given your own value system, what kind of society would result if everyone was bound by it? Should everyone be bound to it? What are the alternatives? (Explore relevance, maturity).
4. What are the reasons for your value system? Where did it come from (parents, friends, church, school, life experience, etc.)? Separating out these other factors, what's left? (Explore personal - emotional factors.)

Resources:

Film:

Satan's Choice, NFB (B&W) (28 min. approx.)

Story of a motorcycle gang - a subculture within our culture and their value system.

Books:

Pyramid Climbers, Vance Packard.

Status Seekers Vance Packard.

The Affluent Society, John Galbraith.

VALUES - CASE #1.

- A. A student in your class has obtained a copy of the examination paper and is selling it to others in the class. The exam results will be extremely important in relation to the year's work. The teacher is unaware of the situation. What would you do:
  1. Get a copy of the exam.
  2. Tell the teacher in an anonymous note what is going on.
  3. Talk the matter over with your friends in the class and get their opinion as to what to do.
  4. Talk the matter over with your parents and get their opinions as to what you should do.
  5. Tell the teacher privately.
  6. Other possibilities.

B. Two of your close friends have been stealing small articles from a neighborhood drug store during lunch hour. You have heard, in a family conversation at home, that the druggist has laid a trap for your friends, so that the next time they attempt to steal anything, they are certain to get caught. Your family has always stressed honesty, and your parents have complete trust in you. What would you do:

1. Warn your friends of the trap.
2. Try to persuade your friends that what they are doing is wrong (without telling them of the trap).
3. Speak to some adult in whom you have confidence who could approach your friends (minister, adult friend, counsellor, etc.)
4. Tell your other friends about the trap, hoping the group will influence the two involved.
5. Tell your friends to be more careful if they are going to continue to steal.
6. Do nothing.
7. Other possibilities.

C. You are attending a private party. Both your parents and your date's parents have specified the time when you should be home. It is a good party, and half an hour before your curfew, it is still going strong. What would you do:

1. Leave the party at the specified time.
2. Phone home to your parents and your date's parents for permission to stay later.
3. Take a chance on your parent's approval and remain until the party is over.
4. Ask your host or his parents to phone your parents, asking permission to stay.
5. Talk the situation over with your date and come to a mutual decision.
6. Other possibilities.

D. One of your best friends has been a consistently reckless driver. One day you witness an accident in which he is driving too fast, and as a result two people are seriously injured. You know he plans to lie about what has happened. What would you do:

1. Report to the police as a witness.
2. Warn your friend that you will testify against him unless he tells the truth.
3. Talk over the matter with your parents.
4. Talk over the matter with an adult in whom you have confidence.
5. Do nothing.

Other possibilities.

VALUES - CASE #2.'Himself Might His Quietus Make'

A staff doctor asked me to drop in on Jim. In his middle forties, married, five children, Jim had been in the hospital for more than a month, in a series of biopsies, x-rays, blood tests, even exploratory surgery, to diagnose a breakdown in his digestive system.

He explained that a year or so earlier he'd started having cramps after meals, went the 'Tums route' with patent medicines of various kinds--nothing helped. A doctor said it might be an ulcer, but Jim was too busy for a GI series and kept at his work as construction engineer for a big builder of roads, bridges, and the like. We were just getting into things when the nurse arrived to ready him for some more tests. He thought they were to be final and would wrap it up one way or another. I left saying I'd be back again the next afternoon.

I found him in the solarium, looking very down and out. He thought we ought to go back to his room to talk. When we got there he told me: 'They say I have about three years, maybe less, that only a miracle can save me. They can only give me some stuff that will keep me alive a while. I can leave here tomorrow but can't do any work, just rest and take pills.' After a pause he added: 'The pills cost \$40 about every three days. Who can afford that? They say if I stop them, then six months and I've had it.'

We discussed it a bit and then he blurted out: 'You know what is really bugging me? The company has me insured for \$100,000, double indemnity. That's all the insurance I have. It's all I can leave Betts and the kids. If I take the pills and live past next October, then the policy will undoubtedly be canceled when it comes up for renewal. If I don't take them, at least my family will have some security. If I kill myself they get even more. If I take the pills, borrow the money for them, and then the policy lapses, that will mean that they are going to be left penniless and in debt so that even the house goes. Over the hill, the poor house, and the kids farmed out. If I don't take the pills, I'm killing myself, same as if I commit suicide with a razor or gas, seems to me.' He closed his eyes.

'What would you do? How does it look to you? I want to do the right thing.' We talked it over.

(above courtesy of British Columbia Teachers' Federation, Lesson Aids Service, Vancouver, BC.)

PERSONAL VALUES CHECKLIST

Check those values which are most important (1) least important (5):

Value	1st	2nd	3rd	4th	5th
Acceptance, Belonging					
Achievement					
Beauty					
Friendship					
Change, new experiences					
Cleanliness, good grooming					
Comfort, convenience					
Courage, determination					
Education, knowledge					
Efficiency					
Family harmony					
Freedom					
Fulfillment, deep satisfaction					
Fun					
Happiness					
Health					
Honesty					
Inner peace, serenity					
Justice					
Love					
Material Things					
Money, financial security					
Organization					
People					
Personal growth, maturity					
Power, influence					
Religion					
Recognition					
Responsibility					
Security					
Sharing					

Value	1st	2nd	3rd	4th	5th
Success					
Status					
Thrift					
Tradition					
Truth, wisdom					
Work					
Other:					

Look at the list. What kind of person are you? What do you think is most important to you?

VALUES - CASE #3.

For the following cases, list as many alternative courses of action as you can think of.

1. Your friend's brother is pushing drugs of doubtful quality, to 10 to 12 year olds. Your younger sister is one of these 10 to 12 year old groups which will probably be approached. What courses of action could be taken on your part?
2. You are aware that one of your friends is under tremendous pressure to join a clique in the school. However, she feels that she cannot dress in the same manner as members of that clique. She has since shoplifted a sweater and is considering trying to obtain more clothes in the same manner. What alternatives could you think of here?
3. Your good friend's sister is beginning to get interested in an older boy who has a reputation of playing around, standing girls up if a better date is available, drinking heavily and expecting his dates to do the same, and making advances. More importantly, if he doesn't get what he wants, he generally tries to ruin the girl's reputation at school with the boys.
4. A number of your friends have been taking liquor from their parents' bars and are looking for a place to hold a party one weekend. Your parents have once offered to you the use of your house for parties, but only on the condition that there is no use of liquor. Your parents will be out of town in Victoria for a weekend in the very near future. What courses could be followed here?
5. It is common knowledge to your gang that one of your closest friends has been experimenting with drugs. His parents have gotten along very well with you and enjoy chatting at length with you whenever you are at his home. A number of times, the topic of drugs has entered your conversations. You are anticipating a question from them about their son's attitudes toward the use of drugs. How would you answer it?
6. Your best buddy has recently helped you get a job in a department store. After working for a few weeks, you discover that your friend has been supplying the rest of the gang with items from the store. He has tried to enlist your help in taking some goods from the store. What actions could you take?

7. You are told by your group of friends that they are planning to meet before going to the school dance and share a bottle or two. They are also planning to smuggle bottles into the dance. At this point, you are not sure whether you want either to meet with them for the pre-dance drink or to drink at the dance. However, you are quite aware that your parents do forbid this type of drinking and disapprove. What are the different courses of action that you could take and what might be the consequences?

UNIT II

ITEM B - Inter-Communication

203 Subject     Non-verbal communication

Objective        To provide non-verbal experiences for the purpose of examining one's own thoughts and feelings and comparing them with what others think and feel.

Format of Activities.

Activity 1.        Broken Squares

Source:

- a) Counsellor's Resource Book for Small Groups in Guidance  
Unit 101, pp 1 - 4  
See Appendix A

Time: Approximately 60 minutes

OR

- b) A Handbook of Structured Experiences for Human Relations Training  
Volume I, #7, p 24

Time: 50 minutes

Activities 2 - 3.        Source: Counsellor's Resource Book for Small Groups in Guidance

Unit 101, pp 5 - 6  
Activities 1 and 2

Time: 60 minutes for anyone  
See Appendix B

174

Activities

4 - 6.

Source: Counsellor's Resource Book for Small Groups  
in Guidance

Unit 101, pp 7 - 9

Activities I and III inclusive

Time: Approximately 60 minutes for anyone  
See Appendix C

Activities 7 - 12.

Source: A Handbook of Structured Experiences  
for Human Relations Training

Volume III, #72, p 105

Time: Approximately 60 minutes for anyone

Conclusions

Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related materials

1. Poiret, Maude, Body Talk
2. Powell, John, Why Am I Afraid To Tell You Who I Am?
3. - 6 as suggested in  
Counsellor's Resource Book for Small Groups  
in Guidance  
Unit 101, p 9

Origin

1. Counsellor's Resource Book for Small Groups  
in Guidance
2. A Handbook of Structured Experiences  
for Human Relations Training  
Volume I, III

UNIT IIITEM B.

203

Subject            Social-Interpersonnal  
UNIT 101  
Communications: Non-Verbal

Objective:        To help students to learn to cooperate and communicate without using verbal cues.

- Activities:      a) Instructions to Counsellor:
1. You have five squares  $8\frac{1}{2}$  inches with four or five pieces each. These pieces are all different.
  2. Place one piece of each square in five separate envelopes. You may put two pieces from one square in the same envelope. Each envelope should contain four or five pieces.
  3. Form groups of five persons and give each group member an envelope. Read the instructions to the group carefully.
  4. Emphasize that all communication is non-verbal, absolutely no talking.
  5. Upon completion (or complete frustration), allow group members to talk about the experience.

The purpose and importance of the exercise is to see the need for trust, cooperation, collaboration, giving and receiving, etc. If they fail to bring this out in their discussion, help them out when you summarize the experience.

- b) Pass out document - "Instructions to Group Members" and have them begin working on their task.
- c) Discussion - Upon completion (or complete frustration), allow group members to talk about what they have just experienced.

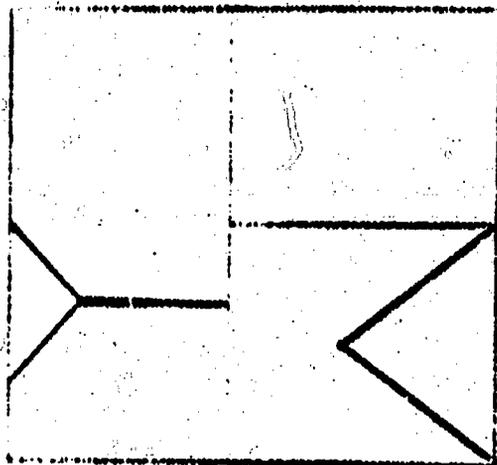
- It is important for the students to realize that a great deal of trust, giving and receiving, cooperation, etc. is necessary in an exercise such as the one just experienced. If they have not brought this out in the discussion, you should do so.

Resources: B. C. Teachers' Federation Lesson Aids Services - #231A.

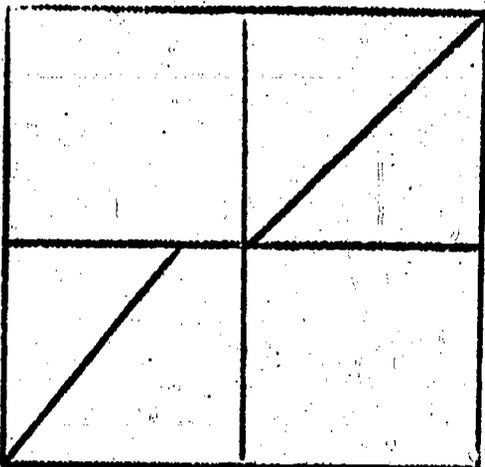
Reference: Improving Group Efficiency in Understanding How Groups Work.  
Bradfor, L.; Stock D; Horwitz, M., Adult Education Association.  
Washington, D.C.

Instructions to Group Members:

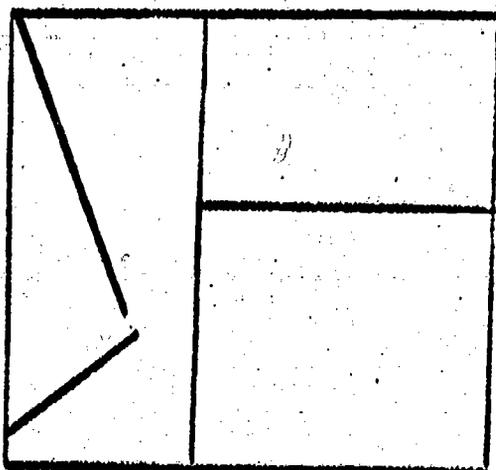
1. Each member is to attempt to assemble an 8½ inch square from the pieces in his envelope.
2. The exercise is completed when all five members of your group have constructed their squares.
3. No member is to talk or to make non-verbal signals to any other member during the exercise.
4. Any member may give any of his pieces to any other member.
5. No member may take a piece that has not been offered by another member.
6. No member may signal to another member that he wants a piece.



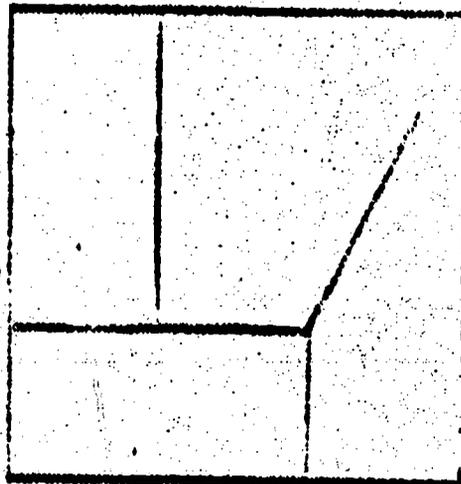
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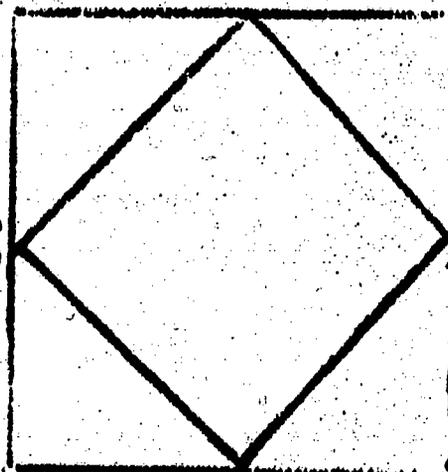
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4



5

UNIT IIITEM B

203

Subject            Non-Verbal Communication

Objective            To provide non-verbal experiences for the purpose of examining one's own thoughts and feelings and comparing them with what others think and feel.

- Activities
1. As an introduction, discuss the statement "90% of all communication is non-verbal".
  2. Have the students participate in some or all of the following non-verbal exercises.

Except for instructions, make sure the exercises are done non-verbally.

The furniture in the room should be arranged so that there is sufficient room for each exercise to take place.

Exercise A: Have group divide into pairs. Without speaking to each other. have each pair try to communicate feelings, etc., without talking. Have them spend five minutes together and then all return to the large group or into smaller groups to share verbally their experience. (e.g. What did you learn about your partner during those few minutes?).

Exercise B: Have group divide into groups of about eight to ten students. Have the students arrange themselves in rank order with the front person being the person who exhibits most strongly a certain personality characteristic (e.g. leadership ability). After about five minutes have each group discuss how they felt about where the group placed them and where they felt they should be placed.

Non-Verbal Communication continued.

Exercise C: Have the group divide into groups of twelve to fifteen students. Have the students in each group stand in two lines facing each other. Have them look into the person's eyes immediately across from them. After about ten seconds have each person move one person to the right. The person at the right hand side of the line moves to the other side. Continue the procedure until each person has had eye contact with each person. Have the groups discuss:

- 1) How it felt to have constant eye contact.
- 2) Communication of any that any member got from any of the group members.

UNIT IIITEM B

203

SubjectBody languageObjective

To aid students to gain an understanding of the significance of body language as a means of communication.

Activity 1

1. Tell the students that you are going to leave the room for a moment and then re-enter. The students are to observe your behaviour. When you re-enter, do so in such a way that your body language obviously indicates a particular emotion, e.g. sadness (eyes lowered, head down, shoulders stooped, slow movement, etc.). Ask students to describe what they saw and list the elements. Ask what emotion was indicated. Define "Body Language" - the psychological study which enables us to understand others by their actions.
2. We have incorporated into our spoken language many figures of speech which use body parts to help describe a person's behaviour and emotional states. Give one or two examples and get the class to give others and discuss the kinds of emotions each one describes.

e.g. grit your teeth  
chin up  
shoulder a burden  
stiff upper lip  
shrug it off

Body Language continued.

3. Ask for students to volunteer to leave the room and re-enter displaying a particular emotion. e.g. anger, fear, joy, excitement, resentment, dreaminess, etc. The class describes what it sees and attempts to identify the emotion. (Alternative: Students may divide into groups of 8 - 10 and each take a turn walking around the group displaying a particular emotion which the others must describe and identify.)

Activity 11

Explain how body language also gives us a great many clues about feelings when we are engaged in conversations with one another. Ask for examples of how I might act if I am bored with what someone is saying. If I am interested. If I am nervous, etc. Often a person's body language tells us more about what he is feeling than anything he might be saying.

Give an example:

e.g. You have just discovered that a friend of yours has repeated to someone else something that you asked him not to tell anyone. He knows you know, and now he wants to find out if you are angry with him for telling. He asks you. You say "No, I'm not angry." Now that might be how you feel, but on the other hand, you might be feeling the exact opposite. Your friend will look for clues in your body language which will either reinforce or deny what your words are saying.

Have the students turn to a partner and act this situation out. The person who is being asked will act either as though he is angry or as though he isn't but the only words he can use are "No, I'm not angry."

After a couple of minutes have the other partner guess how he really felt.

Body Language continued.

Discuss what clues gave the person's true feelings away. Discuss other examples, e.g. parent and child (a child responds to parent's body language rather than what parent is saying), teacher and student, husband and wife, etc.

Activity III

3. Now get the partners to react to the body language displayed in the 10 minute conversation. Was your partner interested in what you had to say? Bored? Nervous? How did he show it? Did he seem hurt by anything you said? Happy? Angry? Unconcerned? How did he show it? Did he pretend to feel one way when you thought he felt another, e.g. did he try to look bored or unconcerned when you thought he was feeling embarrassed? etc.
4. If time allows, show film: N.F.B. (7 min.) "Walking"

References:

The Silent Language, E.T.Hall  
The Human Communication, C. Cherry  
Conjoint Family Therapy, Satir, Virginia  
Body Language, Julius Fast

UNIT II

ITEM B

204

Subject            Expressing Trust in the Group

Objective        To develop norms of openness, trust and interdependence among team members.

Format of Activities

Activity 1.        Sensing and Team-Building

Source: A Handbook of Structured Experiences for Human Relations Training  
Volume III, #66, pp 82 - 7

Time:            Continuing exercise over 3 days.

Activity 2.        Group Development Analysis

Source: A Handbook of Structured Experiences for Human Relations Training  
Volume II, #39, p 80

Time:            50 minutes.

Conclusions      Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related Materials

1. Fast, Julius, Body Language
2. Powell, John, Why Am I Afraid To Tell You Who I Am? Chapters 2,3.
3. Bach, R., Jonathan Livingston Seagull

Origin

1. A Handbook of Structured Experiences for Human Relations Training  
Volumes II, III
2. Life Skills Coaching Manual

UNIT II

ITEM B

205

Subject            Depending on Others

- Objective
1. To study various types of roles in relation to group situations.
  2. To focus on participants' relations to authority figures.
  3. To focus on participants' relations to each other.
  4. To demonstrate that leadership in small groups consists of several functions which should be shared among members.

Format of  
Activities

Activity 1.            Group member Roles

Source: A Handbook of Structured Experiences  
for Human Relations Training  
Volume II, #38, p 76

Time:            1½ hours approximately.

Activity 2.            Dependency - Intimacy Perceptions

Source: A Handbook of Structured Experiences  
for Human Relations Training  
Volume I, #18, p 86

Time:            80 minutes approximately.

Activity 3.            Depending on Others

Source: Life Skills Coaching Manual  
pp 88 - 90

Time:            1½ hours.

Depending on Others continued.

Activity 4.

Learning New Roles

Source: Barbara Dodds and Gene Stanford (unpublished)

See Appendix A

Time: 60 - 80 minutes.

Activity 5.

The "WHY" Game

Source: Robin Motz

See Appendix B

Time: 80 minutes approximately.

Activity 6.

Hidden Agendas

Source: Vonnie Grafton and Lila Larson

See Appendix C

Time: 2 hours.

Conclusions

Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related  
Materials

1. Powell, John, Why Am I Afraid to Tell You Who I Am?
2. Bach, R., Jonathan Livingston Seagull
3. Fast, Julius, Body Language  
Chapters 4, 5, 11

Origin

1. Barbara Dodds and Gene Stanford
2. A Handbook of Structured Experiences for Human Relations' Training  
Volumes I, II
3. Life Skills Coaching Manual
4. Robin Montz

UNIT IIITEM B

205

SubjectLearning New Roles

- I. Aims: Improvement in discussion skills; learning how to play different parts during a discussion in order to help discussion development; overcoming shyness; bringing out the withdraw; illustration of subject matter; improvement in reading, writing, thinking and speaking.
  
- II. Format:
  - A. General introduction (at ease development).
  - B. Class activity:
    1. Teacher explains in some detail each of the following helpful roles which a group member can assume at various times during a discussion:
      - a. Clarifier
      - b. Initiator
      - c. Summarizer
      - d. Evaluator
    2. The teacher gives the group a topic to discuss (unless they have one of their own) and distributes slips of paper, four of which each has on it one of the roles listed above, the rest of which state simply "Contributing Group Member." Two or three of the students in the latter group should be asked to move outside the group to act as "Observers."
    3. The students are told not to tell anyone which role they have been assigned to play, but to reveal it through their behavior during the discussion. After the discussion, the group try to guess who played which roles, and they discuss the ways in which these roles help the group to accomplish their goals.
    4. Students record experiences in their journals.

Learning New Roles continued.

- III. Addenda: Relate to subject matter. Can be used as an isolate or in series on conversation development.
- IV. Origin: Barbara Dodds and Gene Stanford (unpublished), modified Aaron Hillman.

UNIT IIITEM B

205

Subject"WHY" Game.

Aims: Learning why "WHY" questions do not give satisfactory answers; becoming aware of how our responses are standardized; interpersonal communications training; overcoming shyness; improving reading, writing, speaking and thinking ability.

Format:

1. General introduction (at ease development).
2. Students prepare three questions each of which begins with the word "WHY" and which pertains to them personally.
  - a. Personal: related to self
  - b. Social: related to relationships
  - c. Professional:  
related to work
3. Cards are distributed randomly. On the cards is printed a name which identifies the role the individual must play.
  - a. IDENTIFIER: example: I know just how you reel.  
I felt like that myself.
  - b. PURPOSER: example: There must be a reason for that.  
Somehow, everything works out in the end.  
It must be God's will.
  - c. DONIER: example: You don't really feel that way.  
I think you're not aware of how you really feel.
  - d. JUSTIFIER: example: You probably feel that way because...  
you hate your mother  
you suffered a birth trauma  
etc.
  - e. REASONER: example: There is a theory which explains that....if Freud (or any famous figure) is right, then....



UNIT IIITEM B

205

Subject            Hidden AgendasObjective            To create an awareness of underlying motivations which govern an individual's behavior in a group.Format of  
ActivitiesActivity 1.        Hidden Agendas Exercise

Source:    Vonnie Grafton and Lila Larson

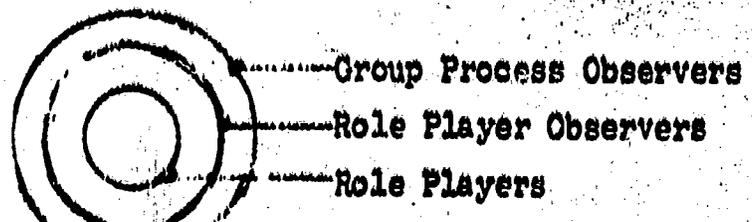
Time:        approximately 2 - 2½ hours.

- I. Have 6 volunteers' role play a discussion on any subject of interest, giving each volunteer an index card to identify his role. Each person is given 5 minutes to study his/her role. The role players are not to reveal their roles to anyone, including other role players.

While the roles are being studied, five more people are chosen to be observers of role players. Each observer will be assigned to observe a specific role player. Problem sheets and guides for role player observers will be given out.

The remaining participants are assigned as group process observers and receive problem sheets and guides for group process observers.

The role player observers and the group process observers are seated as shown below:



- II. After 5 minutes, the role players enter, take their places in the center and introduce themselves (first names only) in their new roles. They are told that the other participants are observers. The group of role players begins the meeting under the chairmanship of Steve.
- III. After 15 minutes, the role playing is stopped, whether the problem has been solved or not.
- IV. The group process observers are asked to report their observations.
- V. The role player observers are asked to report their observations.
- VI. The role players are asked to read their roles to the group.  
Have Ricky report last.
- VII. Hidden Agenda Information Sheets are given to the group and read.
- VIII. The facilitator leads a discussion on the following topics:
  - i) How do hidden agendas affect the group; how do they affect each member?
  - ii) What are some of the indications that hidden agendas are operating?
  - iii) Is the recognition of hidden agendas necessary to understand what is going on in the group?
  - iv) Is there any way that the dominant characteristic of the role player could be useful in the group operation?
- IX. Have the role players take 5 minutes to study their new roles, enter and introduce themselves (first names only). The group of role players begin the meeting under the chairmanship of Steve.
- X. After 10-15 minutes the role playing terminated, whether the group has completed the agenda or not.
- XI. The group process observers are asked to report their observations.

XII. The role player observers are asked to report their observations.

XIII. The role players are asked to read their roles to the group.  
Have Ricky report last.

Conclusions:

The facilitator leads a discussion on the following topics:

- i) Is it possible to turn the dominant characteristic to a positive force in the operation of the group instead of against it?
- ii) What is the role of the facilitator in a group which has hidden agendas?
- iii) How did you feel?
- iv) What could you have done about it?

Related  
Materials

1. A Handbook of Structured Experiences for Human Relations Training.  
Volume I, #9, pp 36 - 47.

Origin:

1. Vonnie Grafton and Lila Larson (unpublished).

Addendum:

Some suggestions for situations to role-play are found on pp 150 - 151 in the Life Skills Coaching Manual in the lesson "Learning Helpful Behaviors in Groups."

This is a fun exercise and if it is done by people who are free enough to "ham it up" and exaggerate the behaviors, it is a good demonstration of what goes wrong with so many discussions and meetings.

## HIDDEN AGENDAS PROBLEM SHEET

One copy for each role player.

### Participants:

- a. Steve, chairman of committee
- b. Dan
- c. Amy (Andy)
- d. Polly
- e. Suzy
- f. Ricky

Problem: You are at a meeting of a special Curriculum Grading Committee of the Adult Basic Education program. Your committee was established to study the suggestion that the ABE program revise the procedure of allotting marks for the Life Skills Course. At present, there are no grades assigned for the course. A subjective report by students and staff take the place of grades. Your group has been authorized to come up with specific recommendations for the ABE program to act upon for the next class which begins in one month.

The Director of the ABE program has advised your committee to consider two points:

1. What would be the best procedure for evaluating the Life Skills course?
  - a) Maintain the present system of a joint subjective report.
  - b) Use a subjective report by the facilitator alone.
  - c) Use a subjective report by the students themselves.
  - d) Assign a grade or mark for the course on the basis of tests.
  - e) Grade according to participation.
  
2. Should a trial period be assigned for the evaluation procedure, subject to revision?
  - a) If so, for what period of time?
  - b) If not, what other suggestions do you have?

The chairman of the committee is Steve. who will report your recommendations to the Director of the ABE program.

**BEST COPY AVAILABLE**

Role Briefing Sheet 1 for Dan

You are basically foul-tempered. You think that all of these committees are ridiculous and you resent being asked to sit on this one. You disagree with everyone and everything. You deny any statements made by anyone as being not valid. Block everything. Your favorite expressions are:

"We need more information"

"That just won't work"

"That's stupid"

"Ridiculous"

"You've got to be kidding"

"Absolutely not"

etc.

Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Introduce yourself by your first name only.

## Role Briefing Sheet 1 for Amy (Andy) Agreeable

You don't really care about the issue, you just don't want to make any enemies. You agree with everyone and everything no matter what they say. Your favorite expressions are:

"Sounds good"

"I agree with that"

"Sounds reasonable"

"You know more about it than I - I respect your opinion"

"I think you're right"

etc.

## Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
- \*NB 6. Introduce yourself by your first name only.

## BEST COPY AVAILABLE

### Role Briefing Sheet I for Polly Put-Down

You feel that students are basically lazy and unless they have marks to work for, they won't put anything into the course. Avoid the issue and focus on the people. They can't possibly solve the problem because they're stupid. You are the smartest person here - something special. You are gracing the rest of the committee with your presence. Put down everyone. Ridicule and needle them. Your favorite expressions are:

"I figured you'd feel that way"

"Not at all surprising"

"People like you think like that"

"I don't expect any better from you (or from this group)"

"You don't really know what you're saying"

etc.

### Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Introduce yourself by your first name only.

#NB

### Role Briefing Sheet I for Steve Speed

You are the chairman of this committee. However, you have better things to do, so you want a quick decision on whether Life Skills is to be graded or not. Put pressure on the group to move faster. Be impatient. Fidget, sigh, move in your chair, roll your eyes around as people refuse to be pushed, jiggle your feet.

Your favorite expressions are:

"We're not getting anywhere"

"I've got better things to do"

"Is there no end to this meeting?"

"Can't we get a decision now?"

"I have to go"

### Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Introduce yourself by your first name only.

\*NB

## Role Briefing Sheet I for Suzy-Sidetracker

You like to have the group's attention focused on you and you like to impress people with your brilliance. You deliberately mislead by using far-fetched, ridiculous, illogical arguments designed to focus the spotlight on you and what you have to say. Analyze and superanalyze. Go off on tangents and sidetrack everyone.

Name drop to prove how brilliant, well read and popular you are. Your favourite expressions are:

"Of course that's not the only way to look at it..."

"That reminds me of a case I once read where ..."

"Of course that doesn't compare with ..."

"Why?"

"But.....said to me only the other day..."

"Did you know that .....said...."

"I'm not so sure about that, something is missing"

"In.....(famous person) last book he/she said that in a similar situation he/she..."

etc.

## Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Introduce yourself by your first name only.

\*NB

## Role Briefing Sheet I for Ricky Romance

You agreed to sit on this committee for only one reason - to get to know Suzy and eventually ask her for a date. During the meeting, you plan to agree with and support every point that Suzy makes. Your behavior is guided by your desire to impress Suzy.

### Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Introduce yourself by your first name only.

\*NB

Role Briefing Sheet II for Dan Developer

You are the Devil's Advocate in putting forth ideas which are contrary to everyone else's. However, you are willing to listen to other people's views and to offer constructive criticism when the urge to argue for arguing sake subsides.

When you see the value of a point you are wholeheartedly behind it and work hard to develop it.

You think that a mark should be assigned on the basis of participation and that the system should be operative immediately. If you can be convinced that someone else has a workable idea you will agree with him/her.

Role Briefing Sheet II for Amy (Andy) Compromise

You don't want to make any enemies but you want to state your views too. You seek a compromise among the opinions of the group and try to smooth out any conflicts which arise. You are not particularly concerned about the issue, you just want the group to come to a decision amiably.

## Role Briefing Sheet II for Polly People

You focus on the people and their feelings about the issue. You care about people and why they take the stand they do. You want people to feel that they have a right to express their views and you support them for doing so.

You think, however, that a subjective report by the facilitator is the most effective evaluation and should be tried for a period of one year. If you can be convinced of the effectiveness for the people concerned of another view, you will favor a change.

## Role Briefing Sheet II for Steve Facilitator

You are the chairman of this committee and you want the group to reach a decision without taking too long. You try to work with feelings and thoughts of the various members so that a group consensus is reached. If someone is very unhappy with a decision you work to find out the cause and to create an atmosphere of trust and understanding of other people's views within the group. You would like the meeting not to drag but to accomplish the purpose you are here for.

You think that a joint subjective report should be used for a trial period of six months. You truly believe that this is the most effective and fair evaluation for all concerned.

## Role Briefing Sheet II for Sisy Resource

You use your popularity, renown and being well read to good advantage by referring the group to people, places, and decisions which might be useful references. You don't push your resource information onto the group so that they have to use it, yet you want them to know that you have information which can be useful to them.

You think that in fairness to the students a subjective student report should be used for evaluation but you are willing to listen to other's views without being defensive about your own.

Role Briefing Sheet II for Ricky Rooter

You are supportive of ideas which seem to be workable, regardless of who proposes them. You are not particularly concerned with the issue, rather with the group working well together and you attempt to do this by supporting the views of the group.

Guide for Role Player Observers

1. Was his participation general, specific, or lopsided?
  2. Were his contributions helpful, or useless?
  3. What effect did his participation have on the group?
  4. Did his contributions indicate that he was listening to others in the group?
  5. Were his contributions centered on solving the group's problems, or were they directed by personal needs, aspirations, attitudes, and values?
- .....

One copy for each Role Player Observer.

Guide for Group Observers

1. Atmosphere

- a. Was the general atmosphere of the group cooperative or competitive, friendly or hostile?
- b. Did the atmosphere vary from time to time?

2. Participation

- a. Who participates most? Least? Average?
- b. Was their participation helpful? Useless?
- c. Why did they participate in that way?
- d. What effect did that kind of participation have on the group?

3. Interest and Unity

- a. Was the general interest high? Low?
- b. Did the interest lag at times? Was this due to lack of information, understanding, or stimulation?
- c. To what extent did the group feel united by a common purpose? Were there factors that blocked progress? What were they?

4. Progress

- a. How far did the group get?

.....

One copy for each Group Observer.

## Hidden Agendas Information Sheet.

### Introduction

The purpose of this skill was to demonstrate that "what went on underneath the table" interfered in a rather dramatic fashion with what was going on above. In other words the participants' needs, which influence their aspirations, attitudes, and values, affect the way they react to the surface task.

### What to do about Hidden Agendas

1. Remember that the group is continuously working on two levels at once; the surface level and the hidden agenda level. Consequently the group may not move as fast on the surface tasks as the participants might expect.
2. Look for the hidden agendas that are present. Recognition is a first step in a diagnosis of group difficulty.
3. Sometimes a participant can make it easier for a group to bring its hidden agendas to the surface. The participant may say, for example, "I wonder if we have said all that we feel about the issue. Maybe we should take time to go around the table so that any further thoughts can be opened up."
4. Some hidden agendas can be presented and talked about and should then become easier to handle. But many hidden agendas would hurt the group more if they were talked about openly. Group participants need to be sensitive to the possible dangers and should try to recognize what a group can and cannot face at a given point.
5. Do not scold or pressure the group when hidden agendas are recognized. They are present and legitimate and must be worked on in much the same manner as the surface task. At different times, hidden agendas should be given different amounts of attention, depending upon their influence on the surface task and the nature of the group and its participants.
6. Help the group find methods of solving hidden agendas as they would handle surface agendas. Although the techniques may vary, problem-solving methods are needed for handling hidden agendas.

Hidden Agendas Information Sheet continued.

7. Spend some time evaluating progress in the group's handling of hidden agendas. Each experience should indicate better ways of handling agendas more openly. As groups mature, hidden agendas are reduced. Evaluation sessions in the last 15 minutes of a meeting can profit a group immensely.

In our discussion of the previous exercise we have seen that an individual's behavior in a group situation is neither random or accidental. People behave according to personal motivations--what we might call needs. Those needs may be social or emotional. They may be explicit in the group or hidden as in the skill exercise. They may be known to the individual or unknown to him.

If a person's behavior is not random or haphazard but is rather need-determined, then the very act of joining a group must be the expression of personal needs.

We all have needs. They can take different forms and can be satisfied in different ways. According to Abraham Maslow, the sum total of an individual's needs are arranged in a hierarchy, with physical needs and the need for security at the base of the order. Physical needs (e.g., food, shelter, warmth) are those which must be satisfied in order to maintain life. Needs for security must be fulfilled if the organism is to function within his environment. For example, if the individual is not to be overwhelmed by feelings of anxiety, there must be a degree of stability and consistency within the environment.

When the basic survival needs are met and when there is contact with society, other needs may press for satisfaction. These are: the social, ego, and self-fulfillment needs which can be optimally satisfied in a group situation. Social needs become evident as individuals seek acceptance from others. With the fulfillment of social needs, ego needs press for satisfaction. And it is only as the individual finds answers to the mystery of his own unique identity that he can then begin to be all that he capable of being.

Group participation, then, is motivated primarily by certain needs for which individuals seek fulfillment, expression, and satisfaction. People join groups,

therefore, in search of something--something personal and important for their own senses of well-being and comfort. While individuals share certain common human needs, the fulfillment of these needs is sought in unique ways. The individual's needs for feelings of belonging, acceptance, recognition, self-worth, self-expression, and productivity are evident among those needs that motivate desires for group life.

While individuals become group participants because they have certain needs for which they seek either expression or fulfillment, and while these needs are personal and subjective, they are not necessarily "selfish." It is both "normal" and "natural" for the individual to bring to the group desires for the satisfaction of personal needs. What we are concerned with is not whether these needs should be satisfied, but rather with the consequences of their expression for others and for the group as a whole. What we want to question is whether the fulfillment of one individual's need blocks other individuals and the group from achieving their goals. If this is, in fact, found to be the case, we will then want to help the individual to express his needs in ways which are helpful for and congruent with the needs of the other group participants and with the goals of the group.

.....

NOTES

On the use of "HIDDEN AGENDAS":

UNIT II

ITEM B

206

Subject            Learning Helpful Behaviors in Groups

Format of  
Activities

Activity 1.        Learning Helpful Behaviors in Groups

Source:    Life Skills Coaching Manual

pp 148 - 174

Time:      6 hours.

Activity 2        Group Tasks

Source:    A Handbook of Structured Experiences for  
Human Relations Training

Volume II. #29, p 19

Time:      approximately 1 hour.

Activity 3        Recognizing Every Contribution is Important

Source:    Barbara Dodds and Gene Stanford (unpublished)

Time:      Approximately 1 hour.

See Appendix A

Activity 4        Selection of Class Assistants

Source:    Aaron Hillman

Time:      Approximately 1 hour.

See Appendix B

Activity 5        Stop Action

Source:    Dorothy J. Miel and Stanley Jacobson

"Stop Action" Today's Education (March, 1969)

Volume 58, p 63

Time:      Approximately 1 hour.

See Appendix C

Learning Helpful Behaviors in Groups continued.

Activity 6.      The "Six Pack" - Learning Through Group Work

Source:      Aaron Hillman (unpublished)

Time:        Approximately 1 hour.

              See Appendix D

Conclusion

Group consensus re:

1.    What did the process allow you to do?
2.    What applications can be made?
3.    How did you work together?
4.    How did you feel?

Related  
Materials

1.    Games People Play  
      Berne, Eric

Origin

1.    Aaron Hillman
2.    Barbara Dodds and Gene Stanford
3.    "Stop Action" Today's Education (March, 1969)  
      Dorothy J. Miel and Stanley Jacobson  
      Volume 58, p 68
4.    A Handbook of Structured Experiences  
      for Human Relations Training  
      Volume II
5.    Life Skills Coaching Manual.

UNIT IIITEM B

206

I. Subject:Recognizing Every Contribution is ImportantII. Aims:

Learning to elicit contributions from every member and considering all these contributions carefully in order to arrive at an answer to a question; illustration of subject matter; intergroup relations building; improving reading, writing, speaking and thinking ability.

III. Format:A. General introduction (at ease development)B. Class Activity:

1. Students are seated in a circle with the teacher standing outside the group.
2. Teacher Comments: "Today we are going to play another game which will help you improve your discussion skills. Each of the places of paper I am holding contains one clue which will help you solve a murder mystery. If you put all of the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the  motive. You must have all the answers correct. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you if all five answers are correct. I will not tell you which answers are wrong. If you complete the mystery in 20 minutes or less, everyone in the class will receive an A. If you take 30 minutes, a B. 35 minutes a C. 40 minutes, a D. and if you fail to solve the mystery before 45 minutes, you will all receive an F. You may organize yourselves in any way you like. You may not pass your clues around or show them to anyone, and you may not leave your seats to walk around the group.

2/3/214

Recognizing Every Contribution is Important continued.

- III. Format:
3. After clarifying the roles, the teacher passes out the clues. If there are fewer than 27 students, give more than one clue to some students. If there are more than 27 students, make up extra clues, have some students share clues, or have some students, serve as observers and timekeepers. The observers could make suggestions about how the group could be improved and could work faster. The teacher stands unobtrusively in the background, indicating the passing of time on the blackboard. The teacher may not interrupt, make suggestions, or give hints.
  4. Following are the clues, all of which are needed to solve the mystery.
    - Mr. Kelley had a bullet hole in his chest and a knife wound in his back.
    - Mr. Jones shot at an intruder in his apartment building at 12:00 p.m.
    - The elevator man saw Mr. Kelley at 12:15 p.m.
    - The bullet in Mr. Kelley's chest matched the gun owned by Mr. Jones.
    - Only one bullet had been fired from Mr. Jones' gun.
    - When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.
    - A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.
    - The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.
    - Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.
    - The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30.
    - The telephone operator said that Mr. Kelley's wife frequently went to Mr. Scott's apartment.
    - Mr. Kelley's body was found in the park.
    - Mr. Kelley's body was found at 1:30.
    - Mr. Kelley had been dead for one hour when his body was found.
    - The elevator man saw Mr. Kelley go to Mr. Scott's room at 12.25.

Recognizing Every Contribution is Important continued.

- III. Format: 4. Mr. Kelley's body had been dragged a long distance.  
Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55.  
Mr. Kelley's wife disappeared after the murder.  
Mr. Scott disappeared after the murder.  
Mr. Jones disappeared after the murder.  
The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.  
Miss Smith often followed Mr. Kelley.  
Mr. Jones had told Mr. Kelley that he was going to kill him.  
Miss Smith said that nobody left the apartment building between 12:25 and 12:45.  
Mr. Kelley's blood stains were found in Mr. Scott's car.  
Mr. Kelley's blood stains were found in Mr. Jones' hall.

(Answer: Mr. Scott killed Mr. Kelley with a knife at 12:30 in Mr. Scott's apartment because Mr. Scott was having an affair with Mrs. Kelley.)

5. Help students to understand what caused the problem the group had in solving this mystery. (If they were relatively successful in completing the work quickly, discuss the reasons for their success.)

Questions should focus first on the skills learned earlier.

- a. Was a leader needed?
- b. How was time lost in getting organized?
- c. Why was it ineffective for everyone to try to talk at once?

Then students should consider the need for everyone to contribute:

- a. What problems arose because some people did not present their clues?
- b. What should they have done?

Recognizing Every Contribution is Important continued.

III. Format: B. Class Activity:

5. And finally, students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully:

1. In what ways did some members ignore the clues of others?
2. Was any attempt made to urge all persons to present their clues.
3. Did anyone ever forget a clue and make an incorrect inference?
4. Were all members included in solving the problem?
5. Did anyone monopolize the discussion?
6. General class discussion of the problem, the discussion question answers, and the implications to the person and the subject.
7. Students record experiences in their journals.

IV. Addenda: Relate to subject matter. If the group scored poorly on this exercise, they may plead for another chance. The teacher can easily write his own clues for a mystery of his own creation, simply making sure that every clue is important (some clues can serve as "distractors", but these must be contradicted by other clues). Or the group might be ready to attempt transferring their new skills to a subject-matter problem, one in which all students are presumably in command of the basic information needed for solving it.

V. Origin: Barbara Dodds and Gene Stanford, unpublished. Modified by Aaron W. Hilman.

UNIT II

ITEM B

206

Subject:        Selection of Class Assistants

Aim:            Practice in group and self-responsibility, creativity training, training in group process, illustration of subject matter, improving reading, writing, speaking, and thinking ability.

Format:

- 1) Explain exercise to students.
- 2) Students are asked to sit in a circle, They are told to note that five classroom assistants are needed; i.e. a secretary, an audio-visual specialist, a class librarian, a teacher aide, and a "greeter" to welcome any visitors. The class, as a whole, are to select the individuals for these roles.
- 3) Teacher withdraws and lets the students choose these assistants in their own way.
- 4) Students record their experiences.
- 5) General class discussion.

Events:        As occurring.

Conclusions:    As appropriate. This is a beautiful way to do this thing. It gives the students experiences in handling their own thing and removes the teacher from the task of giving directions and running things. It will illustrate that given the opportunity, instead of being directed the students will respond well and perform out of their own knowledge and past experiences.

Addenda:      Where appropriate relate to subject matter.

Origin:        Developed by Aaron W. Hillman for use in his classroom.

UNIT IIITEM B

206

Subject: Stop Action

Aims: Learning how we are doing a thing in addition to what we are doing, learning to be more effective group members and group leaders, increasing group creativity, improving reading, writing, thinking, and speaking ability.

- Format:
- 1) Divide the class into groups of five or six.
  - 2) Ask each group to create an original graphic symbol for a real or imaginary organization (i.e., the school, a class, a real club, or an imaginary "Teen-ager's Society", etc., or a subject such as a political part, a nation, a city). Each group should work from the idea of the same imaginary organization.
  - 3) Give each group a poster-size sheet of newsprint or wrapping paper and a few crayons or colored chalk.
  - 4) Each group is given 15 minutes to create the pictorial symbol. (illustrate by symbols on flags, seals, coat of arms, etc.)
  - 5) At the end of 10 minutes top the groups and tell them to take 5 minutes to analyze how they have been working.
    - a) Either by chalkboard or on slips of paper ask the following:
      - i) Is everyone in the group participating?
      - ii) Whose ideas are being carried out?
      - iii) Have any ideas been passed over or rejected? Why?
      - iv) How are things being decided?
  - 6) Give them 5 more minutes to complete the project.

Stop Action continued.

- 7) Stop action and give them 5 more minutes to discuss the same questions.
- 8) Post the symbols around the room and have each group explain the symbol and the way they worked to create it.
- 9) General class discussion on "How we work together."
  - a) Were you influenced during the second work period because you had stopped to consider how you were working? In what way?
  - b) How might your group have improved the way it worked?
- 10) All points of view are accepted. Demonstrate that every person experiences events differently.
- 11) Each student now jots down a number representing his degree of satisfaction with the way his group worked - for example, 1 for not at all, 2 for very little, 3 for more satisfied than not, and 4 for not very much. Tabulate the results.
- 12) End the discussion with the following questions:
  - a) Does this degree of satisfaction seem adequate?
  - b) What are some reasons people were not satisfied and what can we do about these in the future?
- 13) Students record their experiences in journals.

Events: As occurring.

Conclusions: As appropriate.

Addenda: Relate to subject matter. The exercise can be used as an isolate or one of a series, or in committee work, class discussions, or formal meetings.

Origin: Dorothy J. Mial and Stanley Jacobson, "Stop Action" Today's Education.

UNIT IIITEM B

206

I. Subject: "The Six Pack" - Learning Through Group Work.

II. Aims: Learning more, and retaining more, cognitive material (subject matter); learning to work with others; overcoming shyness; finding out how much you really know; illustration of subject matter; improving reading writing, thinking and speaking ability.

III. Format: A. General introduction (at ease development).

B. Class Activity:

1. Class is arbitrarily divided into groups of six. These groups should be as diverse as possible in group members (i.e., verbal and non-verbal, boys and girls, race, color, and creed).
2. Groups are given problems from subject matter which they must solve in a given amount of time. They may work only with members of their group. Each member of the group must hand in a paper with the solving of the problem and each member of the same group must have the same answer. Answers may not be arrived at by artificial means but must be logically arrived at by the normal give and take of group discussion (i.e., no voting, no compromises, no promises of reward, etc.).
3. Papers are returned to the group after evaluation for group discussion as to how well they did and how they might do better next time, as well as to the problems that hinder the group.

IV. Addenda: Relate to subject matter. These groups should work together many times over a period of weeks so that they learn to work with each other better - then new groupings should be made up. In English

"The Six Pack" - Learning Through Group Work continued.

classes, I give the students 20 questions per week in grammar or other segments of English and without prior instruction from the teacher, they must find the answers. In a majority of cases, they do.

V. Origin: Devised by Aaron Hillman (unpublished).

Postscript: At the end, it is useful to have the group analyze their behavior in the group.

1. How they worked together.
2. Inhibiting factors.
3. Plus forces.
4. How they might work together in the future.

UNIT II

ITEM B.

207

Subject: Group Decisions

Objective:

1. To experience the skills involved in communication.
2. To experience decision-making through consensus.

Format of  
Activities: See Appendix A - Group consensus articles.

Activity 1. NASA.  
Source: Counsellor's Resource Book for  
Small Groups in Guidance  
Unit 107, p 2, activity 1.  
Time - 2 hours approximately.

See Appendix B.

Activity 2. Seeking Consensus: Top Problems  
Facing the Nation  
Source: A Handbook of Structured Experiences for  
Human Relations Training  
Volume I, #11, p 52.  
Time: 2 hours approximately.

Activity 3. Consensus - Seeking:  
A Group Ranking Task  
Source: A Handbook for etc.  
Volume II, #30, p 22.  
Time: 2 hours approximately.

Activity 4. Planning a Party  
Source: Counsellor's Resource Book...etc.  
Unit 107, p 1, activity 1.  
Time: 1 hour approximately.

Group Decisions continued.

Activity 5.

Alligator Rivers

Source: Simon, Sidney, L. Howe and H. Kirschenbaum

Values Clarification

New York: Hart Publishing, 1972

pp 290 - 4.

Time: 1½ hours approximately.

See Appendix D

Conclusions

Group consensus re:

1. What did the process allow you to do?
2. What applications can be made.
3. How did you work together?
4. How did you feel?

Related

Materials

1. Powell, John, Why Am I Afraid  
To Tell You Who I Am?  
Chapter 3, p 43.

Origin

1. Counsellor's Resource Book for...etc.
2. Volume I, II.

DECISION MAKING IN GROUPS: COOPERATION AND COMPETITION\*

- GENERAL OUTLINE:
1. What makes a good group decision?
  2. From "plop" to consensus
  3. Barriers to effective decision making
  4. Integrative and distributive social situations
  5. Cooperative and competitive strategies
  6. How do you know when you're playing poker?

I. What makes a good group decision?

At least four criteria can be used to judge the goodness of a decision made by a group. Each of these is important and there is no reason to assume that they will not conflict with each other from time to time. That is, a decision may be good by one criterion and not so good by others. The four criteria I have in mind are as follows:

1. Quality of decision for moving the group toward its major goals. Is the decision practical? Does it use the group's resources effectively? Does it get maximum gain for a minimum effort?
2. Quality of decision for meeting individual needs of members. Were personal needs met or frustrated by the decision? (In general, member needs are most apt to be met if: a) each individual does express his needs freely without fear of being rejected as a person, and b) each member has a maximum opportunity to influence the decision.)
3. Commitment of members to carry out the decision. To what extent will each member do what is needed to make the decision work? How responsible do the members feel for the outcome of the decision? (In general, the more they agree with it and the more their needs are met by it, the more they will be committed to making it work.)
4. How long did the decision take? Was it made in time to be implemented? Did other activities suffer from the time spent on this decision? (While efficiency of decision making is important in most groups, we can seldom afford to let this value stand in the way of producing high quality decisions to which members are committed.)

Decision Making  
In Groups;  
continued.

- I. In short, group decisions are apt to be of high quality to the extent to which the decision making method involves a maximum sharing of ideas, a maximum expression of individual needs in an accepting climate, and maximum public and private agreement with the decision.

Originally presented by Donald Wolfe.

II. From "plop" to consensus.

Bernard Bass has developed a classification of methods of decision making which is reproduced on the attached chart. The chart shows a number of ways of making a decision and the amount of public and private agreement with the decision that is likely to be associated with each.

Consider a ten-man group. Any single member can decide to attempt to influence others without any support from others. He lays a "plop". Both publicly and privately, all are aware of the failure to accept his decision. The sharing of ideas and feelings has also been at a minimum.

Sometimes, the member fails to sense or is indifferent to the matter of support from others and authorizes himself to decide for the group. As shown in the attached figure, only he seems to have accepted the decision. He ceases his self-authorization only when he becomes aware that the rest of the group has not accepted his decision. Again, the sharing of ideas and feelings has been minimum.

Particularly misleading for a single member is to gain a hand-clasping support from one other member which is misperceived as general support for a decision by the whole group. Typically, the group cannot build and grow if such decision making is frequent.

More overt conflict and pressure became apparent when a minority decides for the group. The discrepancy between public and private acceptance becomes greater. The minority publicly and privately accept the decision. Some of the majority go along publicly, but not privately. Although there may be a fair amount of sharing of resources and needs among the minority, the majority remains non-participating and, generally uncommitted. Apathy usually appears when the decision is to be carried out.

There is more use of resources and more commitment when a majority decides. Many or all of the minority may go along publicly, but their satisfaction and private agreement with the decision are low.

From "plcp" to  
consensus continued.

Consensus has been found to yield maximum commitment from all the group. Issues are thrashed out until all feelings have been considered before a decision is reached. Yet such consensus may be false if it is gained by announcing that silence means consent and when members refuse to reveal their true opinions about matters. Similarly when members are forced by group pressure the group freely offers his opinions and a decision is hammered out based on the public examination of all ideas is true consensus likely to be attained.

A "silence-means-consent" false consensus often occurs when members feel their ideas and needs will not be accepted by the group. Rather than risking rejection or attack, members allow themselves to be counted in agreement. Their private dissatisfactions may later lead to difficulty in carrying out the decision.

Similarly, when members are pressured into expression of opinion, but the climate is not one of acceptance of differences, they may express an agreement which is not felt.

PUBLIC AND PRIVATE ACCEPTANCE OF DECISIONS  
IN A GROUP AS FUNCTIONS OF HOW DECISIONS ARE  
REACHED BY THE GROUP OF TEN MEN



Method	Self Authorized	Hand Clasp	Minority Clione (3-4 decide)	Majority Vote (6-4 decide)	False Consensus (Silence is consent)	Forced Consensus (Let's hear everyone state his opinion)	True Consensus (Everyone open freely offering his opinion)
Public	0	90	95	95	95	95	95
Private	0	10	20	30	40	40	40

(Several Others "Go Along")

HOW DECISIONS ARE MADE

### III. Barriers to effective group decision making.

Many factors may be present which limit the ability of the group to make effective decisions. First, the members may lack some of the skills required-- skills in listening to the ideas of others, skills in expressing one's own needs or in interpreting the needs of others, skills in testing for consensus without threatening others, etc. Without such skills it is unlikely that a group can continually make decisions which make maximum use of the group's resources and which meet the needs of individual members; commitment to decisions in such groups tends to be weak.

A second kind of barrier to effective decision making may reside in the lack of mutual trust in one another or the lack of personal concern for each other's welfare. Where these conditions are absent, members typically are reluctant to make their own personal needs known to others and thus the group's decisions are unlikely to take such needs into account. Moreover, in the absence of trust in others and feelings of support from others, members are less apt to volunteer their resources in order to help implement the decision.

Much of the work of this laboratory is aimed at developing skills, of the kind described above and skills in creating in groups' atmospheres of mutual trust and concern.

A third kind of barrier to effective group decision making resides in competitive orientation among the members. This is closely related to the other barriers mentioned, but because it is somewhat more complex and difficult to deal with, I would like to go into it in some detail.

### IV. Integrative and Distributive Social Situations.

The basic assumption I make is that some situations call for a competitive orientation toward other persons; in other situations a cooperative orientation is more fruitful. Corresponding to each these are strategies in modes of behavior which are effective in meeting individual needs. I would like to examine some of the factors that should influence our choice between strategies of conflict and collaboration, or competition and cooperation in various social situations. As we shall see, the strategies used by the members will affect the kind of decision processes available to the group.

We can distinguish between social situations of two types--distributive and integrative. They differ primarily in the kinds of regards made available to the persons present. A serious poker game is an example of a distributive

Integrative and Distributive  
Social Situations continued.

IV. situation--what one person wins the others must lose. Rivals for a political office on the campus are also in a distributive situation; the votes given to one are counted against the other. On the other hand, the members of a football or basketball team are in an integrative situation *visa vis* with one another--as each member approaches his goal he automatically helps his teammates approach their goal. A team score is shared by all. Planning a joint research project (or a Human Relations Laboratory) is basically integrative--a payoff for one member results in a payoff for all.

How can we tell whether a situation is logically distributive or integrative? The key is the relationship among the goals of the various parties. Hence, the discriminating questions. If one reaches his own goals will others in some degree be unable to reach their goals: If so, they are in a distributive situation. To the extent to which goal achievement by one involves or leads to goal achievement by others is the extent to which the situation is integrative.

V. Cooperative and Competitive Strategies.

We can identify too familiar, but opposite modes of behavior. I am not suggesting that one is good and the other bad, but rather that one tends to be effective in integrative situations. But let's consider this issue more below:

COMPETITIVE STRATEGY

- |  |   |
|--|---|
| - Behavior is purposeful in pursuing own goals.  | 1. Behavior is purposeful in pursuing goals held in common.   |
| - Secrecy.   | 2. Openness.  |
| - Accurate personal understanding of own needs, but publicly disguised or misrepresented - don't let them know what you really want most so that they won't know how much you are really willing to give up to get it. | 3. Accurate personal understanding of own needs; and accurate representation of them.                       |
| - Unpredictable. mixed strategies. utilizing the element of surprise.  | 4. Predictable; while flexible behavior is appropriate. it is not designed to take other party by surprise. |

IFMIB  
Cooperative and Competitive  
 Strategies continued.

- |   |   |
|---|---|
| <p>V. - Threats and bluffs.</p> <p>- Search behavior is devoted to finding ways of appearing to become committed to a position; logical, non-rational and irrational arguments alike may serve this purpose.</p> <p>- Success is often enhanced (where teams, committees, or organizations are involved on each side) by forming bad stereotype of the other, by ignoring the other's logic, by increasing the level of hostility. These tend to strengthen in-group loyalty and convince others that you mean business.</p> <p>- Pathological extreme is when one assumes that everything that prevents others from reaching other's goal also must facilitate ones own movement toward his own goals thus, one would state his own goals as being to negate goal achievement of others.</p> | <p>5. Threats or bluffs are not used.</p> <p>6. Search behavior is devoted to finding solutions to problems, utilizing logical and innovative processes.</p> <p>7. Success demands that stereotypes be dropped, that ideas be given consideration on their merit regardless of sources and that hostility not be induced deliberately. In fact, positive feelings about others are both a cause and an effect of other aspects of Approach B.</p> <p>8. Pathological extreme is when one will assume that whatever is good for others and group is necessarily good for self. Cannot distinguish own identity from group or other person's identity. Will not take responsibility for own self.</p> |
|---|---|

Some effects of the use of these strategies. In some respects these two modes of behavior produce quite different results which may or may not be desirable. Following a competitive strategy often creates a "win-lose" orientation with the following consequences:

1. Strong "superiority-inferiority" we-they feelings develop. Individuals' factions or groups under competitive pressures rate themselves high on both cohesion and ability the opponents are seen as less capable and less well organized.
2. Distortions in perception. Experiments demonstrate that under competitive pressures persons perceive that they understand the other's motivation and

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Cooperative and Competitive Strategies continued.

- V. 2. positions when in fact they do not. Actual similarities and differences are differences are apt to go unrecognized.
3. Distortions in judgment. Individuals or groups under competitive pressures almost invariably evaluate their own contributions as best and fall into down-grading the efforts of others.

All three of these consequences make joint-problem-solving and decision making more difficult.

With respect to group functions, the cooperative orientation produces more of the following behaviors than does the competitive:

- a. attentiveness to others
- b. communication and mutual understanding
- c. friendliness, pride in group
- d. group support rather than individual defense efforts
- e. coordination of efforts, efficient use of resources
- f. equality and speed of production

In short, the use of competitive strategies among the members of a group tends to decrease the ability of the group to make decisions which meet the first three criteria outlined above, and speed of decision making is apt to be attained only at the expense of the other criteria.

VI. How do you know when you're playing poker?

Earlier I suggested that the competitive strategy may be effective in leading to the achievement of one's own goals in distributive situations, certainly in a serious game of poker. The question is, how do you know when the situation you're in is like a poker game--how do you know if it's distributive? I wonder if we don't often get into trouble because we misinterpret the situation or use an inappropriate strategy. Two problems arise which we need to be alert to.

1. We overuse a strategy. Some people tend to appraise every situation as if it were a distributive game; e.g. he will transform every discussion into a debate. He may always be on the lookout for himself, fearing that others may take advantage of him. In a sense, he might be called cynical.

How do you know when  
you're playing poker?  
continued.

- VI. 1. Some other persons tend to approach every situation as if it were integrative, assuming that what's good for others is also good for oneself. Such persons tend to be unable to compete and where the rewards are distributed unequally they tend to be taken advantage of they might be called naive.

Ideally, we should hope that we can see the objective reality of the situation and choose strategies which are appropriate and effective. The overuse of either strategy makes us less effective group members.

2. The mixed social situation. Unfortunately, the dichotomy between integrative and distributive is too simple. For situations are as "pure" as the poker game or research planning. Most situations contain both integrative and distributive aspects. In the classroom, for example, grading "on a curve" is largely distributive--if others get high grades may change for an "A" is reduced. On the other hand, I am apt to learn more if the atmosphere in the classroom is "open" and if the knowledge other students hold becomes available to me--the higher the quality of the discussion in general, the more we all learn.

Campus politics also present a "mixed" situation. Because there are relatively few offices to which one can be elected or appointed and because the symbols of "real success" are scarce, extra-curricular activities tend to be distributive. Competition is an integral part of such activities. As to the extent that clubs and committees on the campus attempt to take action (e.g., plan dances) they are integrative--cooperation and collaboration are logically required. Unfortunately, the skills that enable us to win our positions of leadership (competitive skills) are not necessarily the skills which enable us to lead effectively (e.g., to help the group make effective decisions) and we find that ourselves are doing all the work. "Nobody is back there following."

Following both cooperative and competitive strategies at the same time is always difficult and often unrewarding. In disposing our back-home problems where we find we have had to use competitive strategies, we can come to one of three conclusions:

1. First, that no real conflict exists, but it has been assumed that it does. That is, the logical structure of the situation reveals no real conflict of

1. goals or distributive reward structure. In spite of four early assumptions, some of us learned that is the situation in the T-group. Opportunities for cooperation and collaboration may be discovered, and effective decision processes developed.
2. Second, no real conflict of goals, a fact that is already recognized by all involved, but basic attitudes of mistrust and lack of mutual concern may prevent affective collaboration toward common goals. Here one must work directly on relations among the members. We spend much time at the lab on these issues.

3.

UNIT IIITEM B

207

Subject:        Decision by Consensus

Objective:        To give students the opportunity to experience decision-making in a group through consensus and to come to grips with the problems which must be overcome if this is to be satisfactory.

Activities:        NASA - Decisions by Consensus - By Jay Hall  
 (as used by A. Koop and N. Preyma  
 University of Manitoba - 1970  
 in - "A Handbook of Group Techniques").

1.        Pass out document - "Student Instructions for Ranking Items"

Have students complete the ranking of items.

2.        Group Decision Making:

- a)        Introduction

This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking will meet with everyone's complete approval. Try, as a group to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

- i)        Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
- ii)       Avoid changing your mind only in order to reach agreement and void conflict. Support only solutions with which you are able to agree somewhat, at least.

Decision by Consensus continued.

- Activities:
2.
    - iii) Avoid "conflict-reducing" Techniques such as majority vote, averaging or trading in reaching decisions.
    - iv) View differences of opinion as helpful rather than as a hindrance in decision-making.
    - b) On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your decision.
  3. Possible Discussion Items
    - i) What are differences between individual group decision making?
    - ii) Why is the group rating higher than the individual's overall average rating?
    - iii) Many ideas contributed, ideas pooled. Group stimulates and challenges individuals. Commitment develops from shared decision-making. Feeling tone is higher - more cohesive, more belongingness and more acceptability. Greater creativity, novel rationales.
  4. Discuss the development of consensus.
 

How much did individuals have to give?  
 What does this do?  
 How does the individual whose score is really deviant from the group feel?  
 Does the low contributor and/or low scorer feel depreciated?  
 Resentment? Pride?  
 Were there any individuals who received a higher score than the group? Were they really used as resources?  
 Why or why not?

Decision by Consensus continued.

- Activities:
5. Other questions of approaching above:  
Were your opinions solicited and valued by the group?  
Why or why not?  
How satisfied do you feel with the amount and quality of your participation in reaching consensus?  
How much responsibility for making the decision work would you feel?  
How committed do you feel to the decision your group made?  
How much frustration did you feel during the work on the decision? Why?  
How good was the decision your group made?

Order of Tasks

NASA Exercise

1. Individual rank items.
2. Group agrees to ranking of items by consensus.
3. Individuals compute difference scores and obtain average.
4. Difference scores obtained for group ranking. Average discrepancy obtained.
5. Overall average of individual averages obtained to compare with group ranking average.

Document - "Student Instructions for Ranking Items"

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulty, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Decision by Consensus continued.

- Box of Matches
- Food Concentrate
- 50 feet of Nylon Rope
- Parachute Silk
- Portable Heating Unit
- Two .45 caliber pistols
- One case Dehydrated Pet Milk
- Two 100 lb. Tanks of Oxygen
- Stellar Map (of the moon's constellation)
- Life Raft
- Magnetic Compass
- 5 gallons of Water
- Signal Flares
- First Aid Kit containing injection needles
- Solar-powered FM Receiver-Transmitter

GROUP SUMMARY SHEET

Individual Predictions

Group Prediction

	Individual Predictions								Group Prediction
	1	2	3	4	5	6	7	8	
Box of Matches	11								
Food Concentrate	12								
50 Feet of Nylon Rope	14								
Parachute Silk	10								
Portable Heating Unit	10								
Two .45 caliber Pistols	15								1
One case Dehydrated Pet Milk	8								
Two - 100 lbs. Tanks of Oxygen	5								1
Stellar Map (of the Moon's Constellation)	2								
Life Raft	13								
Magnetic Compass	13								
Five Gallons of Water	9								2
Signal Flares	7								
First Aid Kit containing injection Needles	1								
Solar-Powered Radio	4	1							
Individual Average Scores: (Sum of differences 15)									Group: (Sum of differences 15)  Overall Average Score Individual  Sum of individual Average Number of Individuals

*Henry*  
*Bob*

Counsellors' Key

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship is forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 the least important.

- Little or no use on the moon 15 Box of Matches.
- Supply daily food required 4 Food Concentrate.
- Useful in tying injured together, help in climbing 6 ft. Nylon Rope
- Shelter against sun's rays 8 Parachute silk
- Useful only if party landed on dark side 13 Portable Heating Unit
- Self-propulsion Devices could be made from them 11 Two .45 caliber Pistols
- Food, mixed with water for drinking 12 One case dehydrated Pet Milk
- Fills respiration requirement 1 Two 100 # tanks Oxygen
- One of principal means of finding directions 3 Stellar May (of moon's constellation)
- CO<sub>2</sub> bottles of self-propulsion across chasms, etc. 9 Life Raft

Counsellors' Key continued.

Probably no Magnetized

Poles, thus useless 14 Magnetic CompassReplenishes loss by  
sweating, etc. 2 5 gallons of WaterDistress Call when line  
of sight possible 10 Signal Flares

Oral Pills or Injection First Aid Kit containing

Medicine valuable 7 injection needles

Distress signal transmitter, Solar-powered FM

possible communication with Receiver-

mother ship 5 Transmitter

UNIT IIITEM B.

207

Social-Interpersonal

## UNIT 107

Subject: Group Decision

Objective: To have students experience the various skills involved in communication and to observe and understand the dynamics of group interaction.

Activity: Planning a Party

Five students volunteer to role play a "class committee" meeting at a member's home to plan a party. They are instructed to make the party plans as realistic or as fantastic as they wish. The volunteers form a small circle in the middle of the room while the rest of the class sits in a circle around them. The surrounding spectator group is divided into a convenient number of sub-groups with each instructed to focus its observations on one of the committee members. The "committee" discussions often turn out to be quite humorous. Nonetheless, real conflicts almost invariably develop among members around one or another issue. For example, one student protested against his committee's "prosaic" plans and pressed for a party aboard an airliner. After the class has eavesdropped on the "meeting" for approximately 15 minutes, the leader halts the meeting and throws the floor open to discussion.

Discussion: Each sub-group gives its particular impressions of the committee member to whom it paid special attention. Group phenomena such as rivalry for leadership and the development of alliances are brought up for exploration. Members are also encouraged to give their reaction to the different committee participants. At some appropriate point, committee members are invited to share with the group their covert, subjective reactions to what transpired. If there is time, another group of five volunteers can repeat the experiment.

Notes: This exercise is a training exercise in observing a group in action in which the observers have an opportunity to check their reactions

Social-Interpersonal continued.

Note: against the reactions of others and the private experiences of the group participants themselves. It introduces the students to phenomena of group dynamics. Observations of individual rules in the context of group experience often leads to significant self-insight.

UNIT IIITEM B.

207

290 VALUES CLARIFICATIONStrategy Number 50Alligator River<sup>22</sup>Purpose:

In this strategy, students reveal some of their values by the way they react to the characters in the story. Later on, in examining their reactions to the characters, students become more aware of their own attitudes. This strategy also illustrates how difficult it is for any one teacher to say, "I have the right values for other people's children."

Procedure:

The teacher tells either the X rated or G rated story of Alligator River (see below), depending on the age of the students. Following the story, the students are asked to privately rank the five characters from the most offensive character to the least objectionable. The character whom they find most reprehensible is the first on their list; then the second most reprehensible, and so on, with the fifth being the least objectionable.

After students have made their own rankings, groups of four are formed in which they share their thinking and discuss all the pros and cons with one another.

Following the discussion, the teacher might ask voting questions (See Strategy Number 3) to find out how the class ranked each of the characters. (For example, "How many felt Abigail was the best character?" "How many felt she was the worst character?" Incidentally, this would also be a good way to form discussion groups, with those who ranked a given character first or last in the same group).

<sup>22</sup>The authors first heard a version of this story from Rose Ann Lowe of Akron, Ohio, who attributed it to the David Frost Show.

290 Values Clarification continued.Rated "G":

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help her out and didn't want to be involved. Abigail, feeling that she had no other choice, returned to Sinbad and told him she would agree to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had done and told her he never wanted to see her again.

Abigail, upset turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Greg was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

To the Teacher: This strategy often generates a good deal of emotional involvement. Students may attempt to attack and criticize each other's rankings. If listening to, or intolerance toward others' ideas prove to be a problem, you can use the Values Focus Game rules (Strategy Number 18) or Rogerian Listening (Strategy Number 51).

UNIT II

ITEM B.

\*Refer to Guidelines for use.

\*208

Subject: Fighting Fairly

Objective: To study and practise the skills involved in fighting fairly.

Format of  
Activities

Activity 1. Fighting Fairly

Source: Life Skills Coaching Manual

pp 141 - 7

Time: 3 hours.

Activity 2. Management of Stress

Source: A Handbook of Structured Experiences  
for Human Relations Training

Volume I, #14, p 71

Time: Approximately 1½ hours.

Activity 3. Towers: An Intergroup Competition Exercise

Source: A Handbook of Structured Experiences  
For Human Relations Training

Volume III, #54, p 22

Time: Approximately 1½ hours.

Activity 4. Anger and Aggression

Source: Robin Montz

Time: Approximately 1 hour.

See Appendix A

Conclusions Group consensus re:

1. What did the process allow you to do?
2. What applications can be made?
3. How did you work together?
4. How did you feel?

Related  
Materials

1. The Intimate Enemy  
Bach, G. R., P. Wyden
2. Games People Play  
Berne, Eric
3. Body Language  
Fast, Julius
4. Body Talk  
Poiret, Maude

Origin

1. A Handbook of Structured Experiences  
for Human Relations Training  
Volumes I, III
2. Life Skills Coaching Manual
3. Robin Montz

UNIT 11ITEM B.

208

Subject: Anger and Aggression

Aim: Learning how our minds can obscure the real now, improvisational theatre, learning of the anger that lies sleeping in all man, illustration of subject matter, improving reading, writing, thinking, and speaking ability.

- Format:
- 1) Group sits in a circle.
  - 2) The group speaks to each other using gibberish (an explanation or demonstration may be necessary).
  - 3) Now, gradually, without signs or signals, begin to exclude one person from your discussion. Concentrate on how you feel.
  - 4) Select two persons and call them to the center. Tell one he has "it" and tell the other that he wants "it" (do not identify "it"). Have them improvise the scene in gibberish.
  - 5) As the scene progresses have them break into words, then gibberish, then words, then gibberish.
  - 6) If anger is expressed have them touch hands and push.
  - 7) If it comes to the point have them finish by screaming aloud.
  - 8) General class discussion.
  - 9) Students record experiences in their journals.

Events: As occurring.

Conclusions: As appropriate.

Addenda: Relate to subject matter. The exercise can be changed to that students sit in separate smaller groups rather than in a large one.

Origin: Robin Montz. Modified by Aaron Hillman.

UNIT II

ITEM C -

SOCIAL-INTERPERSONAL SKILLS

209

Subject: Peer Groups

- Objective:
1. To heighten the individual's sense of identification with others.
  2. To focus attention on the importance of the peer group.
  3. To illustrate that often group behavior differs from an individual's wishes.
  4. To understand and cope with peer group pressures.
  5. To indicate that conformity can be useful if it does not interfere with individual development.

Form of  
Activities

Activity 1. Peer Groups.

Source: Counsellor's Resource Book.....etc.  
Unit 106, p 1, activity 1.

Time: 50 minutes  
See Appendix A.

Activity 2. Peer Group Membership.

Source: Counsellor's Resource Book.....etc.  
Unit 106, p. 2, activities as listed.

Time: 50 minutes to 80 minutes  
Appendix B.

Activities 4 - 5

Peer Group Pressure

Source: Counsellor's Resource Book.....etc.  
Unit 106. p 5, activities 1 - 3 inclusive.

Time: 50 minutes  
See Appendix C.



SOCIAL-INTERPERSONALUNIT 106UNIT IIITEM C.

209

Subject: The Peer GroupsObjectives: To heighten the students' sense of identification with others.  
To encourage a feeling of belonging rather than alienation.Discussion: What is a group?  
Definition - Group: A number of persons or things belonging or classed together.  
e.g. All blue-eyed people are a group (of a sort).Activity: Have each student list separately all the groups he can think of that he belongs to - allow 5 - 10 minutes.

Examples:

Family	interest group	friends	sex group
school room	neighborhood	school clubs	political group
school	religious group	church groups	group of living things
city	human group	cultural group	etc.

Have the students read their lists, adding groups which previously read lists did not contain.

A general discussion could take place to summarize the activity.

UNIT IIITEM C.

209

Subject: Peer Group MembershipObjectives: To focus student attention on the personal importance of the peer group.

To help students understand the advantages and disadvantages of peer group relations.

Background: David Friesen, "Value Climates in Canadian High Schools", the Canadian Administrator, University of Alberta, Department of Education Administration, vol. 6, no.1.

"The major importance of peer group acceptance during the adolescent years is demonstrated by the results of a survey conducted in ten selected Canadian high schools in Alberta, Manitoba and Ontario. Following the format established by J. S. Coleman, Friesen asked students, 'Which of these things would be hardest for you to take: a) parents' disapproval, b) teachers' disapproval, c) breaking with a friend?' The responses showed an almost equal concern with obtaining and maintaining peer and parental respect (45% parents' approval; 46.19% breaking with a friend; and a general disregard for teacher opinion 7.17)".

Activities: 1. Write D. Friesen's question on the chalkboard - modify it to fit your situation, etc.

- "Which of these things would be hardest for you to take:

- a) parents' disapproval
- b) teachers' disapproval
- c) the disapproval of your group of friends"

2. Have students mark, anonymously, their preference, as to the things which would be "hardest".

Peer Group Membership continued.

- Activities:
3. Tabulate the results in the group (select some students to do this).
  4. While the results are being tabulated, find out what the group thinks the results will be.
  5. Show results on chalkboard.
  6. Pass out copy of discussion outline to students. Break into small groups for 10 - 15 minutes. Have a secretary take notes.
  7. Whole group discussion  
- review discussion questions by having each group contribute.

References:

Value Climates in Canadian High Schools, David Friesen, Background).

Acknowledgements to the B.C. Teachers' Federation Lesson Aids Service #2332 - Vancouver, B.C.

Group Discussion Outline

1. What are some reasons for the importance (or lack of importance) of parents' approval?
2. Why are friendships and group relationships so important?
3. Is teacher opinion and teacher approval more important in certain situations?
4. Are there certain situations where you might value your parents' approval and opinion more than your friends?
5. When are the values and opinions of your friends most important? (list a few situations).

UNIT IIITEM C.

209

Subject: Peer Group PressureObjective: To show students that often the group's behaviour contradicts the wishes of the group member.

- Activities:
1. Read to the class or pass out copies of the document - "Smart Enough to Say 'No'".  
- entertain comments from the group.
  2. Ask the question - "Do you stand up for what you believe with your group of friends" If not, might it be that often they are thinking the same as you?".  
(Indicate that they don't need to answer the question out loud if they don't want to).
  3. Write a statement such as the following on the chalkboard: - "Most of the students in this class think that well behaved students are sissies."
    - a) Have each student place on a piece of paper the number of students in their classroom who they think would agree with the above statement. Collect the papers.
    - b) Now have each student place on a piece of paper a "yes" or a "no" indicating their personal feeling about the statement.
    - c) Tabulate the results on the chalkboard. Discuss the differences between what they thought the group would say and what they really did say.

Resources: Document - "Smart Enough to Say 'No'" - taken from Peters - p. 165.Reference: Homeroom Guidance Activities. D. L. Peters, Richard Rosen Press, Inc., N. Y., 10010, 1967.

UNIT IIITEM C.

209

Subject: Peer Group Pressure (coping)

Objective: To help students understand and cope with the pressures of the peer group.

Introduction: Indicate that man is a social being and has a strong need to be accepted by people. This is particularly important during the teenage years.

- Activities:
1. Have the students either write on paper, or relate orally an incident which left them feeling left out of a group.
    - discuss these incidents with the group.
  2. Pass out copies of "Smart Enough to Say 'No'" (Sheet #30)
    - discuss the above handout in the large group.
    - break into smaller groups to discuss the following:
      - 1) In the group of kids you hang around with, what happens if you refuse to do something that the rest of the group decide to do and which may get you into trouble?
      - 2) Is it possible to be physically small and be a leader in a group?
      - 3) What are the qualities of good leadership?

Resource: Documents - "Smart Enough to Say 'No'" - taken from Peters, p.165.

Reference: Homeroom Guidance Activities, D. L. Peters, Richard Rosen Press Inc., N.Y., 10010, 1967.

SMART ENOUGH TO SAY, "NO"

The average teenager respects his crowd and wants to go along with what his friends expect of him, but sometimes the crowd is not sure just which way it is going. An incident reported - - - by a 16 year old - - - points this up:

"I've had enough of this character," he began. "No matter where he is, he tries to run the show - - - It isn't really that so much. It's how he does it."

"He makes out there's something wrong with you if you don't see it his way. He calls you chicken if you don't go along with him. I figured most of the guys thought just the same way he did. Most of them chimed in whenever he said anything. They sounded like they wanted to be just as tough as he was."

"Last night was the last straw. This joker said we were going to swipe some tires. I looked around and didn't see anyone disagreeing with him. I figured if these guys were going to keep on like this, I was through. I'd drop this bunch completely. I have more fun in the Scouts anyway. This guy is bigger than I am, but I was mad."

"I think you got a screw loose," I told him. "I've had it, boy. It isn't bad enough you waste our time with all those stupid, do-nothing ideas of yours. Now you want to get us thrown in the clink."

"Then the craziest thing happened. Even the guys who usually talked up his ideas threw in behind me. The whole gang seemed to turn on him - - - Oh, there were some who still didn't say anything. I guess you never can tell where some guys stand. They just follow along."

"But within two minutes this character was trying to laugh it off, telling us he really didn't want to steal any tires. He just wanted to see what we would do."

When a person stands up for what he believes is right and refuses to go against his own good judgment, he often finds he is not alone. There will be others in the crowd who believe as he does, and they may be waiting for someone to speak up. When someone is brave enough to express a decent point of view, the crowd usually seizes the opportunity to support it.

THE PRESSURES OF THE CROWD

Grade Level: Junior and Senior High

Objective: To help students understand and cope with the pressures of the crowd.

- Activity:
1. To get ideas flowing, have the students read the document "Pressures of the Crowd".
  2. Without putting their names on their papers, have students write down one or two things they believe their crowd pressures them to do. (Give an alternative of writing something that some other crowd pressures its members to do that might get them into trouble. If students are given a choice of writing about their crowd or some other crowd, ask them to head their papers with "My Crowd" or "Other Crowd.").

Ask that the papers be turned in and have a student read them.

3. If desired and if practical, assign a student panel to discuss at a later session what action might best be taken in regard to some of the items turned in. In introducing the panel, the teacher or a student might comment, "In dealing with any pressures of the crowd, you have three general choices as to what you might do:
  1. Go along with the crowd
  2. Try to get the crowd to change
  3. Pull out and find a new crowd
 But when it comes down to making these choices and following them through in actual situations, it may not be so simple. Let's see what the panel has to say."...

Resource: "The Pressures of the Crowd" from Homeroom Guidance Activities, p. 159.

Reference: Homeroom Guidance Activities, D. L. Peters. Richard Rosen Press, Inc., New York 10010, 1967.

THE PRESSURES OF THE GROUP

For many centuries, man lived in tribal settings where absolute loyalty in all things was demanded by the group. To go against the group in such primitive settings meant a very real threat to his survival. Those who failed to go along with the group were liable to be stoned to death or thrown out into the jungle.

Even today, going against the group can have serious consequences - just how serious varies with the offense and with the country, culture, and group in which we find ourselves.

It is no wonder that people have an almost life-- or--death feeling about going along with the crowd, even in situations where this feeling is not justified. And, certainly, it is normal and healthy to be aware of the pressures exerted by those around us. But the old everybody's doing it is a poor excuse for doing something. Just because the rest of the crowd seems to be doing something does not always mean it is the wisest thing for us to do.

The fact is, there is never a time when everybody is doing it. And when the rest of the crowd is doing something, it may well be that a good many individuals in that crowd don't really want to be doing what they're doing.

When we feel pressures from the crowd to do something we don't feel quite right about, it is time to give some thought to the larger crowd to which we belong. What would the people we respect most in our country, our community, our school, and our family want us to do? - - - Also, it is time to focus on the well-being of the crowd immediately involved. It may be time for action on our part.

One thing to remember, we are as much the crowd as anyone else. We, as individuals, can exert pressure when we make our wishes known. What we say when we speak up is likely to be interpreted by others as a pressure of the crowd - and that it is.

UNIT IIITEM C.

209

Subject: Conformity -- Is it Bad or Good?

Objective: To indicate that conformity is not bad if it does not interfere with one's development as an individual.

- Activity:
1. (a) Discuss the statement "Outward conformities may have little to do with the inner self ...".
  - (b) Have students list as many conformities as they can think of (e.g. hair style, hair length, clothing styles, bare feet, smoking, talking back to teachers, going to church, not doing homework, etc.)
  - (c) Have students try to classify their list into either "outward conformities" or "those coming from the inner self".
2. Ask the student if there is a difference between being supported by their peer group and being dominated by their peer group. If so, what is it?

UNIT IIITEM C

209

Subject: PopularityObjective: To focus on what students believe are reasonable standards for admiration and popularity among students.Activities:

1. Pass out the resource sheet "Popularity" to the students to stimulate some thought before going into discussions.
2.
  - a) Ask the students to list five characteristics which make a person popular and well-liked. Have the lists turned in and outline the characteristics on the chalkboard.
  - b) Have the students, as a whole, discuss the results.
  - c) Set up a student panel to discuss the results.
3. Select the two or three characteristics most often mentioned by the group and put on the chalkboard.
  - a) Why do these characteristics make a person well-liked?
  - b) How do they earn the admiration of others?
  - c) Do these characteristics make him a dependable friend?
  - d) Do these characteristics suggest this person will be a person who will contribute a great deal to our community and nation?
4. Discuss the following statement:
 

"If we really care about other people...if we really deserve their friendship ... we have to risk being unpopular at times."

Resource: "Popularity" from Homeroom Guidance Activities, p. 94.Reference: Homeroom Guidance Activities, D.L.Peters, Richard Rosen Press, Inc. N.Y. 10010, 1967.

UNIT III

MONEY MANAGEMENT AND FAMILY LIFE

**BEST COPY AVAILABLE**

UNIT III -

ITEM A. -

301

Subject: What is a budget and why is it needed.

Objective: To identify the use and purpose of a budget for personal use.

Format of  
Activities:

Activity 1. Definition and use of a budget

Source: ABE in New Mexico: Personal Growth Curriculum:  
p. 98, Topic I

Time: Approximately 50 minutes

Conclusions: Each person determine the use of a budget for own circumstances.

Related

Materials: Budgeting forms available from banks, credit unions, etc.

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM A.

302

Subject: Preparation of a budget

Objective: To prepare a budget to suit individual circumstances.

Format of  
Activities

1 - 5      Source: ABE in New Mexico  
pp 98 - 9. Topic II,  
Activities 1 - 5  
Time: Approximately 50 minutes

Conclusions: Have the person(s) attempt to follow a budget for:

- a) a week
- b) a pay period
- c) a month

Related

Materials: forms provided free by banks, credit unions, etc.

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM A.

303

Subject: Family involvement in preparing and following of a budget.

Objective: To identify the purpose of obtaining a family commitment in preparing and following a budget for each person.

Format of  
Activities:

Activity 1. Source: ABE in New Mexico  
p 100, Topic III  
Time: Approximately 50 minutes

Conclusion: Each person decide whether a family commitment to budgeting is necessary for him/her.

Related  
Materials:

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM A.

304

Subject: Managing money

Objective:

1. To analyze personal spending habits.
2. To practise effective money management skills.

Format of  
Activities:

Activity 1. Managing money

Source: Life Skills Coaching Manual,  
pp 448 - 57

Time: Approximately 50 - 80 minutes

Conclusions: Personal evaluation as to the usefulness and application to own situation.

Related

Materials:

1. Sources given on pp 132 - 4 ABE in New Mexico

Origin:

1. Life Skills Coaching Manual

UNIT III

ITEM B - Use of Credit

305

Subject: Use of credit

- Objective:
1. To determine if and when the use of credit is advisable/not advisable.
  2. To discuss the vocabulary involved in establishing credit.

Format of  
Activities:

Activities

1 - 2: Source: ABE in New Mexico  
Unit III, p 107, Topic I  
also include the vocabulary on p. 111

Time: Approximately 50 - 90 minutes

Conclusion: As appropriate

Related

Materials: 1. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico; Personal Growth Curriculum

UNIT III

ITEM B.

306

Subject:           Establishing credit

Objective:        To determine steps in the establishing of credit.

Format of  
Activities

1 - 2:            Source:   ABE in New Mexico  
  Unit III, p 107. Topic II  
  Time:    Approximately 50 minutes

Conclusions:    As appropriate

Related

Materials:     1. Application blanks for credit from local department stores.  
  2. Sources given on pp 132 - r ABE in New Mexico.

Origin:         ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

307

Subject: Types of credit available

Objective: To determine the types of credit available in the local area.

Format of  
Activities:

Activities

1 - 2: Source: ABE in New Mexico  
Unit III, p 108, Topic III  
Time: Approximately 50 minutes

Conclusions: As appropriate

Related

Materials:

1. Sample forms of some businesses offering credit to individuals.
2. Sources given on pp 132 - 4 ABE in New Mexico.

Origin:

ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

308

Subject: Cost of credit

Objective: To calculate the cost of credit and compare it to cash purchasing.

Format of  
Activities:

Activities

1 - 5: Source: ABE in New Mexico  
Unit III, pp 108 - 9, Topic IV  
Time: Approximately 50 - 80 minutes

Conclusions: As appropriate

Related

Materials:

1. Maths exercises to calculate the cost of credit.
2. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

309

Subject: Buyer's rights

Objective: To determine through discussion the rights of the buyer.

Format of  
Activities:

Activity 1: Rights of the Buyer

Source: ABE in New Mexico  
Unit III, p 109, Topic V

Time: Approximately 50 - 80 minutes

Conclusions: As appropriate

Related

Materials:

1. Films and pamphlets from Consumers Bureau
2. Speaker - Consumers Bureau
3. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

310

Subject: Responsibilities of the Buyer

Objective: To determine through discussion the responsibilities of the buyer.

Format of

Activities:

Activity 1: Responsibilities of the buyer.

Source: ABE in New Mexico

Unit III, p 109, Topic VI

Time: Approximately 50 - 80 minutes

Conclusions: As appropriate

Related

Materials:

1. Films - Consumers Bureau
2. Speaker - Consumers Bureau
3. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

311

Subject: Rights of the Seller

Objective: To determine through discussion the rights of the seller.

Format of  
Activities:

Activity 1. Rights of the seller

Source: ABE in New Mexico: Personal Growth Curriculum  
UNIT III, p 109, Topic VII

Conclusions: As appropriate

Related

Materials:

1. Films - Consumers Bureau
2. Speaker - Consumers Bureau
3. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

312

Subject: Responsibilities of the Seller

Objective: To determine through discussion the responsibilities of the seller.

Format of  
Activities:

Activity 1. Responsibilities of the seller

Source: ABE in New Mexico

Unit III, p 110, Topic VIII

Time: Approximately 50 - 80 minutes

Conclusions: As appropriate

Related

- Materials:
1. Films - Consumers Bureau
  2. Speaker - Consumers Bureau
  3. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM B.

313

Subject: Hints when Buying on Credit

Objective: To be aware of what to look for when using credit.

Format of  
Activities:

Activity 1: Read information independently  
- perhaps a class discussion would follow

Source: L. M. Larson

Time: a period of 2 - 3 days

See Appendix A

Activity 2: Guest speaker from local bank loan department  
or from a finance company  
or from the Department of Consumer and Corporate Affairs

Conclusions: As appropriate

Related  
Materials:

Origin: L. M. Larson

UNIT III

ITEM B.

313

Subject:      Hints when buying on credit

- Have the group collect from the local area pamphlets and brochures about buying on credit.
- Collect magazine articles, newspaper clippings about credit buying.
- General discussion on the precautions of buying on credit.

UNIT III

ITEM C.

314

Subject: Comparative Shopping

Objective: To outline methods for each person to make a comparative study of the groceries he/she buys.

Format of Activities:

Activities

1 - 4:

Source: ABE in New Mexico  
Unit IV, p 112, Topic I

Time: 50 - 90 minutes

Conclusions: As appropriate

Related

Materials:

1. Buying guide information - Department of Health
2. Buying food wisely pamphlets - department stores
3. Consumers Magazine
4. Science Curriculum - ABE, Unit I. Item E
5. Sources given on  
132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM C.

315

Subject: Quality Selection

Objective: To determine through discussion the points to look for in selecting quality foods as needed by the person.

Format of  
Activities:

Activities

1 - 2:

Source: ABE in New Mexico  
Unit IV, p 112 Topic I

Time: 50 - 80 minutes

Conclusions: As appropriate

Related

Materials:

1. Speaker from local grocery chain -  
Talk about quality grading by that chain  
e.g. Safeway, Ioblaws, Dominion
2. Manitoba Hydro - Home Economist as a speaker
3. Greater Winnipeg Gas Company - Home Economist as a speaker
4. Science Curriculum - ABE Unit I, Item E
5. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III.

ITEM C.

316

Subject: Shopping Tips

Objective: To determine through discussion ways to improve buying habits.

Format of  
Activities:

Activities

1 - 7:

Source: ABE in New Mexico  
Unit IV, p 112, Topic III

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials:

1. Science Curriculum, ABE, Unit I, Item E
2. Pamphlets put out by the Department of Health
3. Sources given on pp 132 - 4 ABE in New Mexico

Origin:

ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM D. - Information about frauds

317

Subject: Common frauds or schemes

Objective: To provide information about common frauds

Format of  
Activities:

Activities

1 - 9:

Source: ABE in New Mexico  
Unit VII, pp 125 -5  
Activities 1 - 6, 9 - 11  
Time: 50 - 90 minutes

Conclusions: As appropriate

Related

Materials:

1. Legal Aid - lawyer as a speaker
2. Consumers Bureau - speaker
3. Sources given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM

318

Subject: How to Avoid Being Victimized

Objective: To discuss and list precautions which can be practised to avoid being "taken in".

Format of  
Activities:

Activity 1.: How to make certain that you are not a victim of someone's scheme.

Source: ABE in New Mexico  
Unit VII, p 125, Topic II

Time: 50 - 60 minutes

Activity 2.: Consumers Bureau speaker

Activity 3. Layer from Legal Aid

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials: Source given on pp 132 - 4 ABE in New Mexico

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM E. - Family Planning Education

319

Subject: Birth control methods

Objective: To discuss methods of birth control so that the individual can choose knowledgeably the most suitable method.

Format of Activities:

Activities

1 - 6: Birth Control Methods

Source: Counsellor's Resource Book, etc.

Unit 214, pp 1 - 2 + 4

Activities 1 - 6

Time: 2 - 3 50 minute sessions or more

See Appendix A

Activity 7: Speaker from Mount Carmel, or a Public Health nurse

Time: Approximately 60 minutes

Conclusions: As appropriate

Related

- Materials:
1. Counsellor's Resource Book...etc.  
Unit 214, pp 2 - 3
  2. Family Planning Association of Manitoba  
501 - 177 Lombard Avenue.  
Winnipeg, Manitoba

Origin: 1. Counsellor's Resource...etc.

UNIT IIIITEM E.

319

PREPARATION for MARRIAGEUNIT 214Birth Control MethodsGrade Level: 9 and aboveNote:

Since parents may be sensitive about this topic, it is recommended that they be informed clearly beforehand that it may be presented, along with the reasons for its consideration. The prior approval of parents is a useful safeguard. An annual parents' meeting on family life education provides a good opportunity.

Objective:

To make students familiar with various methods of birth control, their operation, their effectiveness, and the advantages of each.

Content and Activities:

1. Discuss briefly the reasons for providing birth control information, including family planning, the avoidance of out-of-wedlock pregnancy, and population control.
2. Review briefly the process of fertilization and conception. Mention the possibility of fertilization without intercourse if sperm are discharged near the vagina. Explain the basic principle of contraception: the prevention of the meeting of ovum and sperm.
3. Discuss the characteristics of a satisfactory contraceptive method. Add to students' suggestions if necessary, to include:
  - a. Reliable (Explain the basis of comparison: pregnancies per 100 women using the method for 1 year).
  - b. Harmless
  - c. Temporary
  - d. Readily available
  - e. Inexpensive
  - f. Uncomplicated
  - g. Acceptable to both partners

Preparation for Marriage continued.

3. Discuss which of these characteristics are essential, and which are desirable but not absolutely essential.
4. Have students list the methods they have heard of and wish to consider. Round out their list, if necessary, to include:
  - a. "the pill" (three kinds: combined, sequential, and minipill)
  - b. intra-uterine device ("I.U.D.")
  - c. condom (rubber, safe, etc.)
  - d. diaphragm and contraceptive jelly
  - e. spermicidal jellies, creams or foams
  - f. rhythm and temperature
  - g. withdrawal
  - h. other methods

Include in the list and other methods of which students may have heard, including makeshift, doubtful, or completely erroneous ones, and cross out erroneous ones clearly after explaining their ineffectiveness. (For example, a not uncommon erroneous belief is that urination by the female right after intercourse will wash out the sperm.) This will leave a list of methods acceptable enough to deserve consideration.

5. For each acceptable method, explain, or have students report after reading about, its basis of operation, and its advantages and disadvantages according to the criteria determined above. If possible show what the device looks like.
6. Distribute or make freely available a handout and/or free literature on contraception and family planning.

EvaluationMethod:

Pre-test and post-test, using a test drawn up by the teacher.

Preparation for Marriage continued.Resources:Films:

To Plan Your Family (Churchill Films, color, 20 minutes)  
 Better by Choice (University of Cincinnati Media Services Center,  
 color, time not given) (also available in a set of 60 2" x 2" slides)

Books:

Conception and Contraception, by Jean C. Lipke (In the Being  
 Together Books Series), Minneapolis: Lerner Publications, 1971

Love, Sex and Being Human, by Paul Bohannon. New York: Doubleday  
 and Company, 1969

Booklets:

ABC's of Birth Control: How to Plan Your Family (New York: Planned  
 Parenthood-World Population, 1971, single copy 25 cents).

The Doctor Talks About Birth Control: A Teen-Age Fact Book (Alan F.  
 Guttmacher, New York: Planned Parenthood-World Population, 1971).

Modern Methods of Birth Control (New York: Planned Parenthood-World  
 Population, 1970, 25 cents).

What Every Man Should Know About Birth Control (New York: Planned  
 Parenthood-World Population, 1969, 25 cents).

Other Materials:

Important Things to Consider and Do About Family Planning (G.D.Searle  
 and Company of Canada, Leaflet, no date).

Reliability of Birth Control Methods (T.M.Roulston, M.D., Winnipeg,  
 May 1, 1972, one page, attached).

Hormones in the Menstrual Cycle (one page, attached to Unit 208).

References:

Birth Control, Ernest Havemann, New York: Time-Life Books, 1967.

Current Methods of Contraception, Edward E. Johnston, M.C., published  
 by the author, Kingston, Ontario, 1971, 17 pages, 75 cents.

Medical Handbook, Edited by R.L.Kleinman, London, England: International  
 Planned Parenthood Federation, 1971, 111 pages.

Preparation for Marriage continued.

References: Planned Parenthood: A Practical Handbook of Birth Control Methods.  
Abraham Stone, M.D., and Norman E. Himes. Revised by Joseph J. Rovinsky,  
M.D., New York: Collier Books, 1965, paperback.

Understanding Conception and Contraception, published by Ortho Pharmaceutical Corporation, Raritan, N.J., 1967.

For other materials, write to the Family Planning Association of Manitoba, 501-177 Lombard Avenue, Winnipeg, Manitoba.

Reliability of Birth Control Methods

This information has been provided by T. M. Roulston, M.D., Professor and Head, Department of Obstetrics and Gynaecology, University of Manitoba. Faculty of Medicine - May 1, 1972.

The pregnancy rate is the number of pregnancies per 100 women using the method for one year

<u>Method</u>	<u>Pregnancy Rate</u>
Oral contraceptive ("the pill")	
combined type	0.13 to 0.7
sequential type	1.4
minipill	2.0
Intra-uterine devices	2 to 3
Condom	4 to 15
Vaginal diaphragm and spermicidal jelly	10
Spermicidal jellies, cream and foams	10 to 25
Rhythm method, overall	25
Withdrawal	25
Post-coital douche	<u>Very ineffective</u>

UNIT 111

ITEM E.

" 120

Subject: Pregnancy Out of Wedlock

Objective:

1. To develop an awareness of the problems associated with pregnancy out of wedlock.
2. To familiarize students with sources of help in the event of pregnancy out of wedlock.

Format of Activities:

Activities

1 - 3:

Source: Counsellor's Resource Book...etc.  
Unit 215, pp 1 - 6, Lessons 1 - 3

Time: 50 - 90 minutes  
See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's Resource Book...etc.  
Unit 215, pp 2 - 6
2. Public Health nurse
3. Doctor

Origin:

1. Counsellor's Resource Book...etc.

UNIT 11

LESSON E.

PREPARATION FOR MARRIAGE

## UNIT 215

Pregnancy Out of Wedlock: Problems and Sources of HelpGrade Level: 9 and above

- Objectives:
1. To develop in students, both boys and girls, a realistic awareness of the problems often associated with pregnancy out of wedlock.
  2. To develop in students a balanced perspective concerning the problems of pregnancy out of wedlock, with a positive and responsible approach to coping rather than a desperate or impulsive over-reaction.
  3. To familiarize students with sources of help in the event of pregnancy out of wedlock.

Content andLesson 1:Activities:

1. Introduce the topic by suggesting that although pregnancy out of wedlock is avoidable, it sometimes occurs, and that understanding what it involves would be useful.
2. Ask students what an unmarried girl's first reactions to pregnancy might be, her main anxieties and the impulsive behavior she might resort to.
3. Have the students suggest the alternatives open to an unmarried girl who discovers she is pregnant. List these on the chalkboard. They should include:
  - a. marriage
  - b. having the baby and relinquishing it for adoption
  - c. having the baby and bringing it up herself, or with the help of her parents
  - d. abortion

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Facts About Abortion continued.

Requirements for Abortion: Until 1969 the Criminal Code of Canada stated that an abortion could not be performed, within the law, unless the pregnancy endangered the life of the mother. An amendment in 1969 permitted abortion if the "life or health" of the mother was endangered. According to the definition of the World Health Organization, which is widely accepted, health is "a state of complete physical, mental and social well-being". This definition provides considerable latitude for those who must decide on the legitimacy of an abortion.

The decision as to whether or not an abortion is justified is made by the Therapeutic Abortion Committee of a hospital, with the advice of a medical specialist such as a psychiatrist, gynecologist, or surgeon to whom the woman has been referred by her own doctor or by a health clinic.

Under the Age of Eighteen: If the patient is a minor, that is, under the age of 18, she is still a "child" according to law, and is subject to the custody and control of her parents or guardians, who have the right to take action on her behalf. Since this may include legal action against a person who has done something which the parents consider injurious to her, doctors and hospitals for their own protection require the permission of the parents or legal guardians before they will perform an abortion for a patient under the age of 18, unless she is aged 16 or older, and can establish the fact that she is an "emancipated minor" living apart from and independent of her parents. About 15 per cent of the 858 induced abortions in Manitoba in 1971 were for patients under the age of 18.

DECIDING ABOUT ABORTIONAlternatives to

- Abortion for a 1. Pregnant Unmarried girl:
1. Have the baby, and place it for adoption through the Children's Aid Society.
  2. Have the baby, and bring it up yourself, perhaps with the help of your parents, or perhaps on your own.

**BEST COPY AVAILABLE**FACTS ABOUT ABORTIONDefinitions:

Abortion is the premature expulsion of an embryo or fetus so that it does not live.

Spontaneous abortion, or miscarriage, is the loss of an embryo or fetus from natural causes, usually because of its improper implantation or development.

Therapeutic abortion is abortion induced medically because the pregnancy endangers the life or health of the mother.

MedicalProcedures:

One method is dilation and curettage ("D and C"). Usually after a general anaesthetic has been given, the cervix or neck of the uterus is stretched open with dilators, and a curette, which is shaped like a spoon with a hole in the bowl, is used to scrape the inside of the uterus to disconnect the embryo from the uterine wall. This procedure should take place before the 12th week of pregnancy.

Another method, more common now, called suction curettage, combines a curette with a vacuum aspirator. Usually after a general anaesthetic has been given, the cervix is dilated and the aspirator-curette is inserted into the uterus. It disrupts the embryo by suction, and detaches it from the wall of the uterus. This procedure, also, should take place before the 12th week of pregnancy.

A third method, which may be used after the 12th week, is the injection of a saline solution into the uterus. About 36 hours later the uterus rejects the fetus through the vagina in a miniature type of labour.

A fourth method is hysterotomy, like a miniature Caesarian section, usually under a general anaesthetic. It is usually accompanied by sterilization.

PossibleComplications:

About 15 per cent of abortions have complications, such as haemorrhage (excessive bleeding), laceration, perforation, or infection. Sometimes there are long-term complications such as infertility or premature labour. The rate of complications increases with length of pregnancy, especially after the 10th week.

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Preparation for Marriage continued.Lesson I:

4. Divide the class into 4 groups, each to examine one of the alternatives. Provide each group with resource materials. Have each group report to the class the pros and cons of its alternative.
5. Have students volunteer to read about and investigate sources of help, for report at the next session. (See Resources for Lesson II).
  - a. Marriage: See Unit 212, "Teenage Marriage"
  - b. Adoption: "The Unmarried Mother and Adoption"
  - c. Keeping the Baby:
    - "Employment", "Housing as a Resource for the Unmarried Mother", "Day Care", "The Experience of an Unmarried Mother Who Kept Her Child"
  - d. Abortion: See Unit 216, "Abortion".
  - e. General Items: "The Adolescent Unmarried Parent: Questions and Concerns"
    - "The Parents of an Unmarried Mother"
    - "From An Unmarried Grandmother"

Lesson II:Content and Activities:

1. Show the film: "Teenage Pregnancy"; relate the feelings and concerns of the girl in the film to the discussion in Lesson I.
2. Have students report on sources of help, including those available in the community, and others that would be feasible and desirable.
3. Have one or more boys read about and investigate the unmarried father's feelings and responsibilities. in preparation for Lesson III. (See resources for Lesson III).

Resources for Film:

Lesson II: Teenage Pregnancy (Moreland-Latchford, color, 20 minutes)

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Preparation for Marriage continued.Printed (see resource page for sources)Materials:

The Children's Aid Society of Winnipeg Unmarried Parent Service Health Services  
Available to the Unmarried Mother

Financial Resources

The Winnipeg School Division No.1, Special Class for Pregnant Students

Bethany Home

The Church Home for Girls

Villa Rosa

McMillan House

Content ofActivities:Lesson III

1. Raise the question of the feelings and responsibilities of the father of the baby.
2. Show the film "His Responsibility".
3. Have boys indicate anonymously in writing how they would feel:
  - a. at the discovery that they had made a girl pregnant
  - b. at the birth of the baby
  - c. years afterward
 Collect and report on these statements. Discuss their implications.
5. Have the boys who have volunteered report on:
  - a. the legal responsibility of an unmarried father
  - b. sources of help for unmarried fathers
4. Conclude the whole unit by relating it to responsible sexual behavior.

Resources forLesson III:Film:

His Responsibility (Moreland-Latchford, color, 13 minutes)

Printed Materials: (see resource page for sources)

The Unmarried Father

The Unwed Father

And What About the Unwed Father?

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Preparation for Marriage continued.References:Miscellaneous Books and Articles:

And What About the Unwed Father. Carla Rowland. Winnipeg Tribune. Saturday, February 14, 1970.

Out of Wedlock. Leoutine Young. New York: McGraw-Hill, 1954.

Pregnant Teen-ager: A Medical, Educational and Social Analysis.

Howard J. Osofsky, Springfield, Ill.: Charles C. Thomas, 1968.

Single and Pregnancy. Ruth I. Pierce, Boston: Beacon Press, 1971.

Teen-age Pregnancy; Including Management of Emotional and Constitutional Problems. James P. Semmens and William M. Lamers.

Springfield, Ill.: Charles C. Thomas, 1968.

Unmarried Mothers. Clark E. Vincent, New York: The Free Press of Glencoe, 1961.

The Unwed Father. Nathan Dreskin, Weekend Magazine.

Winnipeg Adult Education Centre: Special Class for Pregnant Mothers.

c/o YMCA, 447 Webb Place, Winnipeg; 1 mimeographed page.

Winnipeg School Division No.1: Special Class for Pregnant Students.

Adult Education Centre, 3 mimeographed pages.

Publications from Children's Aid Society of Winnipeg:

The Adolescent Unmarried Parent: Questions and Answers. 2 mimeographed pages.

Day Care. 1 mimeographed page.

Employment (for the unmarried mother). 2 mimeographed pages.

The Experience of an Unmarried Mother Who Kept Her Child. 5 mimeographed pages.

Financial Resources (for unmarried mothers). 6 mimeographed pages.

From an Unmarried Grandmother. 1 mimeographed page.

Health Services Available to the Unmarried Mother. 2 mimeographed pages.

Housing for Unmarried Mothers. 5 mimeographed pages.

In Search of a Way Home: A Synopsis. 5 mimeographed pages.

McMillan House (postnatal residence for unwed mothers). 2 mimeographed pages.

The Parents of an Unmarried Mother. 1 mimeographed page.

Sources of Help Outside Winnipeg (attached).

The Unmarried Father. 6 mimeographed.

**BEST COPY AVAILABLE**Preparation for Marriage continued.

- References: The Unmarried Mother and Adoption, 1 mimeographed page.  
Unmarried Parent Service, a mimeographed handbook.  
Literature from Manitoba homes for unwed mothers:  
Bethany Home, 205 Arlington Street, Winnipeg, 3 mimeographed pages.  
Church Home for Girls, 2594 Henderson Highway, Winnipeg, 5 mimeographed pages.  
Villa Rosa, 784 Wolseley Avenue, Winnipeg, 1 mimeographed page.

Sources of HelpOutside Winn'peg:

The services of the maternity homes described above are not limited to residents of Winnipeg. Some of the other services, however, are limited to Winnipeg residents.

For people in Manitoba outside Winnipeg, the services of three regional Children's Aid Societies are available. These are:

	<u>TELEPHONE</u>
Children's Aid Society of Central Manitoba 25-3rd Street, S.E., Portage la Prairie, Manitoba	857-3481
Children's Aid Society of Eastern Manitoba 123 B Marion Street, St. Boniface, Manitoba	256-7351
Children's Aid Society of Western Manitoba 108-18th Street, Brandon, Manitoba	727 0511

In addition, help may be obtained from the local Health Unit, or from the "Personal Services" section of the local Social Services Office of the Manitoba Department of Health and Social Development. The Health Units and sub-stations and the Social Services Offices, are listed with addresses and telephone numbers (as of May 1, 1972) in an Appendix to these Family Life Education units.

\* REFER TO GUIDELINES FOR USE

UNIT III

ITEM E.

321

Subject: Abortion

Objective: 1. To provide a definition of abortion and a better understanding of what is entailed.

Format of  
Activities:

Activities

1 - 2:

Source: Counsellor's Resource Book...etc.

Unit 216, p 1, activities 1 - 2

Time: 2 - 3 50 minutes sessions

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's Resource Book...etc.

Unit 216, ppl - 7

2. Doctor from local area

3. Nurse - Department of Health, local hospital, clinic

Origin:

1. Counsellor's Resource...etc.

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UNIT IIIITEM E.

321

PREPARATION FOR MARRIAGE

## UNIT 216

Subject: AbortionObjectives: To give students a definition of abortion, and a better understanding of what it entails.Content and  
Activities:

1. Present the basic factual information about abortion, including:
  - a. a definition of abortion
  - b. the medical procedures followed
  - c. the time during pregnancy when it involves the least risk to the patient.
  - d. possible complications
  - e. the circumstances under which a doctor may perform an abortion
  - f. requirement of the parents' permission if the patient is under 18
  
2. Have the group discuss aspects such as:
  - a. the pros and cons of abortion
  - b. the alternatives to abortion for a pregnant unmarried girl
  - c. the alternatives beforehand to make a decision about abortion unnecessary
  - d. the attitude of society to abortion

Methods of  
Evaluation:

1. A questionnaire to test knowledge of the facts about abortion.
2. Observation of the depth and realism of the discussion.

Resources:

- "Facts About Abortion" (two pages, attached)  
 "Deciding About Abortion" (one page, attached)  
 "Abortion in Winnipeg" (two pages, attached)

UNET III

ITEM E.

321

References:

Sexuality: Physiological and Psychological Aspects  
James I. McCary. Princeton, N.J.: Princeton University Press, 1952.

The Individual, Sex and Society  
Baltimore: Johns Hopkins Press, 1952.

Abortion: A World Survey, Supplement to Family Planning  
parenthood News, March 1972. Published by  
the International Planned Parenthood Federation  
Regent Street, London, SW1A 1PW, England.

**BEST COPY AVAILABLE**Deciding about Abortion continued.

3. Marry, and with your husband bring up the baby.
4. Live with your partner, without being married, in a common-law relationship, and bring up the baby.

None of these is a fully satisfactory alternative, and so the decision is usually a matter of choosing the least undesirable alternative.

Alternatives  
beforehand,  
to make a  
decision about  
abortion  
unnecessary:

1. Decide, before the situation arises, not to have intercourse, and carry out the decision, avoiding situations in which the temptation may be too great, or
2. If you decide that you are going to have intercourse, become well informed beforehand about methods of birth control, and obtain and use a reliable method, without any exception. Advice and prescription from a doctor or a birth control clinic will greatly reduce the chances of anything going wrong.

With reliable contraceptive information and procedures available, abortion should not be considered an acceptable method of birth control.

ABORTION in WINNIPEG \*

The Criminal Law Amendment Act, 1968-69 (Canada) which amended Section 237 of the Criminal Code, was proclaimed on August 26, 1969. Subsections (1) and (2) were amended so that a qualified medical practitioner who procures the miscarriage of a female person, and a female person who permits a qualified medical practitioner who procures her abortion, would not be guilty of an offense if the Therapeutic Abortion Committee of the Hospital certified in writing, before the miscarriage is procured that, in its opinion, the continuation of the pregnancy of the female person would, or would be likely to, endanger her life or health.

The amendment to the act was the addition of two words "or health". The World Health Organization's definition of "health" is a state of complete physical, mental and social well-being, and not merely absence of disease or infirmity". With the use of this definition by qualified doctors, the incidence of abortion in Canada has rapidly increased.

In 1970, approximately 200 therapeutic abortions were performed in the Province of Manitoba. In 1971, according to a recent press release from the office of the

\* A Statement prepared by the Children's Aid Society of Winnipeg, June, 1972.

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Abortion in Winnipeg continued.

Honourable Mr. René Toupin, Minister for the Department of Health and Social Development, 870 legal abortions were performed in Manitoba.

In Winnipeg, the largest percentage of legal abortions are performed at the Winnipeg General Hospital, smaller numbers at Victoria and Grace General Hospitals. For religious reasons, neither St. Boniface Hospital nor Misericordia Hospital will perform therapeutic abortions.

Each of the three hospitals which do perform abortions has an Abortion Board which meets to consider applications presented to them. The Board of General Hospital consists of the Chief Obstetrician and Gynecologist, a psychiatrist and the Chief Surgeon. The Board at the Grace Hospital consists of a chairman who is an obstetrician and gynecologist, the Medical Director of the hospital, a psychiatrist and two other qualified medical practitioners.

How does a woman wanting an abortion obtain one? She first asks her doctor to refer her for an abortion. If, in his judgment, an abortion is indicated, he will then refer her to an appropriate consultant - a psychiatrist, medical or surgical specialist, obstetrician or gynecologist. The woman's application for abortion may be presented to the Abortion Board of the hospital at which the referring doctor practises.

A woman may also apply directly to the Gynecology Clinic at the Winnipeg General Hospital's Outpatient Department, preferably by appointment. Mount Carmel Clinic may, if she is in receipt of public assistance, refer her to the Winnipeg General Hospital's Gynecology Clinic. In each of these instances a woman will receive a medical examination as well as an examination by an appropriate consultant.

In addition, both Mount Carmel Clinic and the Winnipeg Birth Control Information Centre may, if a woman has funds available to her, help her to arrange an abortion in New York City. Costs range from one to two hundred dollars plus air fare.

The cost of a legal abortion in Manitoba is completely covered by the provincial medicare and hospital insurance. (Each individual in the province aged 19 or over is required by law to pay \$4.15 per month, each family \$13.30 per month, to the Manitoba Health Insurance Commission to cover costs of medical and hospital bills.)

What obstacles are there to obtaining an abortion? Time is a factor: Obviously a woman cannot be more than 16 weeks pregnant or the risks of an abortion to her health are considered too great and an abortion will not be granted. Also, a woman's doctor

**BEST COPY AVAILABLE**Abortion in Winnipeg continued.

may, for personal religious reasons, not assist her to obtain an abortion. A physician who has strong feelings against abortion may try to discourage a woman from obtaining one.

The Abortion Boards do not interview the patients. The risks and benefits to the mother are weighed according to the information given by the referring doctor and his consultants. If there are serious doubts about the wisdom of abortion, the Board discusses the case directly with the doctor and consultants. If the Board suspects a woman is irresponsible and will again become pregnant, the application will be denied, as it will if the Board suspects the woman really wants the child. Also, when there is reason to suspect fetal damage or malformation, tests must be taken; often these take time, occasionally delaying the decision past the point of medical safety for an abortion.

Once the woman's application for abortion has been granted, things move quickly. Her doctor or the hospital will inform her a day or two in advance of her scheduled appointment. Normally, she need be hospitalized only a few hours. The procedure is not without risk and as many as 10% of cases have some complication, usually only minor ones. Such complications can result in future infertility, the risk of recurrent abortion and recurring prematurity.

At no point during the making of the decision about the abortion is in-depth counselling readily available. One point of concern shared by informed doctors and social workers alike, is the lack of such counselling services available to the women who are considering the possibility of abortion. It is becoming increasingly apparent that for some women abortion can be as traumatic an experience as carrying an unwanted child to full term and then placing the child for adoption. Often the conflicts which resulted in the unwanted pregnancy are not resolved through abortion. Many social workers and other concerned individuals believe it is necessary that a woman, for her mental and emotional health, should have access to full, in-depth counselling services, both before and after abortion.

UNIT III  
ITEM E.

BIBLIOGRAPHY for UNIT III

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Family Planning Information

Free Publications:

1. Birth Control Methods.
2. Sterilization

Birth Control Handbook

P.C.Box 1000

Station G

Montreal 130, Quebec

- 25¢ for the first copy (10¢ for each additional copy)
- \$45 per 1,000

From: Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba.  
R3C 0V8  
Telephone: 946-7824

- Films:
1. Fertilization and Birth  
10 minutes - color
  2. Teenage Pregnancy  
18 minutes - color
  3. Happy Family Planning  
10 minutes - color
  4. To plan Your Family  
15 minutes - color

From: Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba.  
R3C 0V8  
Telephone: 946-7824

300

UNIT III

ITEM F.

202

Subject: Use of various accounts

Objective: To provide information about the various accounts available so that each person can choose the account(s) which are most suitable.

Format of Activities:

Activities

1 - 3:

Source: ABE in New Mexico,  
Unit II, pp 101 - 2  
activities 1 - 3

Time: 50 - 60 minutes for anyone

Activity 4: Take the students to the bank closest to the school and open up the type of account most suitable for each person

Time: 1 - 2 hours

Conclusions: As appropriate

Related

Materials:

1. Bank samples of various bank forms obtained from the local banks
2. Local bank manager

Origin:

1. ABE in New Mexico: Personal Growth Curriculum

UNIT III  
ITEM F.  
323

Subject: Keeping Money Records

Objective: To develop a system for keeping money record for each person according to needs.

Format of Activities:

Activities

1 - 2:

Source: ABE in New Mexico  
Unit II, p 102, activities 1 - 2  
Time: 50 - 60 minutes

Conclusions: As appropriate

Related Materials: ABE in New Mexico.  
Unit II, pp 103 - 6

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM F.

324

Subject: Getting Out of a Money Trap

Objective: To develop plans which could solve money problems using a problem solving approach.

Format of  
Activities:

Activity 1: Getting Out of a Money Trap

Source: Life Skills Coaching Manual pp 416 - 24

Time: 50 - 90 minutes

Conclusions: As appropriate

Related

Materials: 1. ABE in New Mexico  
pp 132 - 4

Origin: 1. Life Skills Coaching Manual

UNIT III

ITEM G. - Planning of a wardrobe

325

Subject: Planning of a wardrobe

Objective: To develop consumer buying techniques which will make the best use of the clothing dollar.

Format of  
Activities:

Activities

1 - 2: Planning your wardrobe and spending

Source: ABE in New Mexico  
Unit V, p 115, Topic I

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials: 1. ABE in New Mexico  
pp 132 - 4

Origin: 1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

UNIT 1.

306

Topic: Shopping and comparing quality

Objective: To discuss points to look for when looking for quality workmanship.

Format of  
Activities:

Activities

1 - 2: Shopping and comparing quality

Source: ABE in New Mexico

Unit V, p 115. Topic II, activities 1 and 2

Time: 50 - 60 minutes

Activity 3: Speaker from a local garment factory

Time: 50 - 60 minutes

Related

Materials:

1. ABE in New Mexico: Personal Growth Curriculum

Origin:

1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM G.

127

Subject: Care of clothes

Objective: To discuss and list ways of caring for clothes to prolong wear.

Format of  
Activities:

Activities

1 - 2: The care of clothes for longer wear.

Source: ABE in New Mexico

Unit V. pp 115 - 6. Topic III, activities 1 and 2

Time:

Conclusions: As appropriate

Related

Materials:

1. ABE in New Mexico

pp 132 - 4

2. Home economist from Home Economics Department of local high schools. Manitoba Hydro, Gas Company, etc.

Origin:

1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

TERM 0.

328

Subject: Sewing to Economize

Objective: To determine ways in which sewing can economize on the cost of clothing

Format of  
Activities:

Activities

1 - 6:

Source: ABE in New Mexico  
Unit V, p 116, Topic III, activities 1 - 6 inclusive

Time: 50 - 60 minutes for one

Conclusions: As appropriate

Related

Materials:

1. ABE in New Mexico  
pp 132 - 4
2. Speaker - someone who uses stretch' n ' sew techniques

Origin:

1. ABE in New Mexico: Personal Growth Curriculum

ITEM III

ITEM G.

729

Subject: Garage Sales

Objective: To discuss the value if any of garage sales and thrift shop.

Format of  
Activities:

Activity 1: Garage Sales and Thrift Shops

Source: ABE in New Mexico

Unit V, p 117, Topic IV, activity 1

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE in New Mexico  
pp 132 - 3
2. Daily newspapers - ads for garage sales, thrift shops  
"seconds" shops, "sample" shops. etc.
3. In Winnipeg - Bargain Hunter newspaper (25¢) -  
available from 7 - 11 Stores

Origin: ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM H. - Car buying and servicing

330

Subject: Choosing a car

Objective: To determine through class discussion methods of choosing a car to meet an individual's needs.

Format of  
Activities:

Activities

1 - 5: How to Select a car which meets your needs without going beyond your budget limitations.

Source: ABE in New Mexico  
Unit VI, pp 119-20, Topic I, activities 1 - 5

Time: 50 - 60 minutes for one

Conclusions: As appropriate

Related

Materials:

1. ABE in New Mexico  
pp 132 - 4
2. Consumer and Corporate Affairs  
#400 - 269 Main Street,  
Winnipeg, Manitoba  
Telephone: 985-2654  
985-2366

Origin: 1. ABE in New Mexico: Personal Growth Curriculum

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UNIT III

ITEM H.

331

Subject: Choosing a Reliable Dealer

Objective: To determine through discussion ways in which to find a reliable dealer.

Format of  
Activities:

Activities

1 - 3: Selecting a reliable dealer

Source: ABE in New Mexico

Unit VI, p 120. Topic II, activities 1 - 3

Time: 50 - 60 minutes for one

Conclusions: As appropriate

Related

Materials: 1. ABE in New Mexico  
pp 132 - 4

Origin: 1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM H.

332

Subject: Final selection of a car

Objective: To determine points which would be helpful in selecting a car.

Format of  
Activities:

Activities

1 - 3: Making the Final Selection of Your Car

Source: ABE in New Mexico

Unit VI, pp 120 - 1, Topic III, activities 1 - 3

Time: 50 - 60 minutes for one

Conclusions: As appropriate

Related

Materials: 1. ABE in New Mexico  
pp 132 - 4

Origin: 1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM H.

333

Subject: Maintenance of a car.

Objective: To determine through discussion which maintenance activities can be done by the owner and which activities should be done by a garage

Format of  
Activities

Activities

1 - 3: Maintenance of Your Car

Source: ABE in New Mexico

Unit VI, p 121, Topic IV activities 1 + 2,4

Time: 50 - 60 minutes for one

Conclusions: As appropriate

Related

Materials:

1. ABE in New Mexico

pp 132 - 4

2. Car maintenance information from car dealers

Origin:

1. ABE in New Mexico: Personal Growth Curriculum

UNIT III

ITEM I. - Types of Insurance

334

Subject: Health and accident insurance

Objective: To determine the advantage or disadvantage of this type of insurance for the individual.

Format of  
Activities:

Activity

1 - 4: Health and Accident insurance

Source: ABE in New Mexico

Unit VIII, p 127, Topic I, activities 1 0 4

Time: 50 - 90 minutes for anyone

Conclusions: As appropriate

Related materials:

1. ABE in New Mexico  
pp 132 - 4

Origin: 1. ABE in New Mexico: Personal Growth Curriculum

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UNIT III

ITEM.

335

Subject: Medicare

Objective: To be aware of the coverage obtained from this insurance.

Format of  
Activities:

Activity 1. Speaker and/or information pamphlets from Manitoba Health Services Commission, 599 Empress, Winnipeg, Manitoba.  
Telephone: 786-7101  
- evaluate by class discussion the benefits of Medicare, cost, costs not covered.

Time: 50 - 80 minutes

Activity 2. Make a comparative study of costs with medical insurance coverages available in other provinces in Canada, perhaps the northern U.S. states.

Time: 50 - 80 minutes

Related  
Materials:

Origin: L. M. Larson

UNIT III

ITEM I.

336

Subject: Canada Pension Plan

Objective: To be aware of the cost - benefit factors to be obtained from CPP.

Time: 50 minutes

Format of  
Activities:

Activity 1: Speaker from Canada Pension Plan

319 York Avenue.

Winnipeg. Manitoba

Telephone: 985-4210

- assess the benefits of CPP, cost, basis of contribution, etc.

Time: 50 - 80 minutes

Activity 2: Compute mathematically the amount to be received as a pension by each student.

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials:

1. Informational literature from National Revenue - Taxation  
391 York Avenue, Winnipeg. Manitoba  
- class quantities available

Origin: L. M. Larson

UNIT III

ITEM I.

337

Subject: Life Insurance

Objective: To study the types of life insurance which are available and to determine the application for each person.

Time: 50 minutes

Format of Activities:

Activities

1 - 3: Life Insurance

Source: A.B.E.....etc.

Unit VIII, p. 127. Topic III. activities 1 - 3

Time: 50 - 60 minutes for anyone

Activity 4: Planning for one's survivors

Source: Life Skills Coaching Manual. p.498 - 504

Time: 1 - 2 hours

Conclusions: As appropriate

Related

Materials: 1. A.B.E. in...etc. p 132 - 4

Origin: 1. A.B.E. in...etc.

2. Life Skills...etc.

UNIT III

ITEM I.

338

Subject: Car Insurance

Objective: To provide skills for wise buying of car insurance.

Format of  
Activities:

Activities

1 - 4: Car Insurance

Source: A.B.E...etc.

Unit VII, p 128, Topic IV, activities 1 - 4

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials:

1. A.B.E. . . . . etc. p. 132 - 4

2. Autopac information from Manitoba Public Insurance Corporation

6th Floor 330 Portage Avenue.

Winnipeg, Manitoba

Telephone: 942-0331

OR

From a local Autopac Drive - In Claims Center

Origin: 1. A.B.B. ...etc.

UNIT III

ITEM I

339

Subject: Auto Insurance Rates (optional additional coverage)

Objective: To assess the need for an individual purchasing additional car insurance.

Format of  
Activities:

Activities

1 - 3:

Car Insurance Rates

Source: A.B.E...etc.

Unit VIII, p 129, Topic V, activities 1 - 3

Time: 50 - 60 minutes

Conclusions: As appropriate

Related

Materials:

1. A.B.E. in ...etc. p. 132 - 4
2. Autopac agents - telephone directory listing as speakers

Origin:

1. A.B.E...etc.

UNIT III

ITEM J. - Parenting and Guiding the Family

340

Subject: Parental Responsibilities

Objective:

1. To be aware of parents' responsibilities to children
2. To be aware of parental influence on social and emotional growth of the children.

Format of  
Activities:

Activities

1 - 3:

Parental Responsibilities

Source: ABE...etc.

Unit III, p.10, Topic I, activities 1 - 3

Time: 60 -90 minutes

Conclusions: As appropriate

Related

1. ABE...etc.

Materials:

pp. 28 to 30

2. Satir, Virginia Conjoint Family Therapy

3. Green, Hannah I Never Promised You a Rose Garden

4. Ginott, Haim a) Between Parent and Child

b) Between Parent and Teenager

Origin:

1. ABE...etc.

ITEM III

ITEM J.

341

Subject: Raising Your Children

Objective:

1. To be aware of parental responsibility to his/her children.
2. To be aware of the parental influence on the social and emotional growth of his/her children.

Format of  
Activities:

Activity 1: Raising your Children  
Source: ABE...etc.  
Unit III, p 10, Topic II, activity 1  
Time: 60 - 90 minutes

Conclusions: As appropriate

Related  
Materials:

1. ABE...etc. pp. 28 - 30
2. Satir, Virginia Conjoint Family Therapy
3. Green, Hannah I Never Promised You a Rose Garden
4. Ginott, Haim
  - a) Between Parent and Child
  - b) Between Parent and Teenager
  - c) Between Teacher and Child
5. Bach, R. Johnathan Livingston Seagull

Origin: 1. ABE...etc.

UNIT III

ITEM J.

342

Subject: Improving sibling relationships

Objective: To understand and how brothers and sisters act and why and how to improve these relationships.

Format of  
Activities:

Activities

1 - 3: Source: Counsellor's Resource...etc.  
Unit 203, pp 1 - 7, Lessons I to III  
Time: 60 - 90 minutes  
See Appendix A

Conclusions: As appropriate

Related  
Materials: 1. Counsellor's...etc.  
Unit 204, pp 2, 3, 4

Origin: 1. Counsellor's...etc.

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UNIT IIIITEM J.

342

PREPARATION FOR MARRIAGEUNIT 203Subject: Improving Relationships with Brothers and SistersGrade Level: 7 or 8Objective: To help students to understand why their brothers and sisters feel and act the way they do, and to learn a way of improving relationships with them.LESSON 1Content andActivities:

1. Introduce the topic with the observation that brothers and sisters in a family sometimes get on each others' nerves, and that it might be helpful to try to understand how brothers and sisters in different positions in the family feel, as a step toward understanding how improved relationships may be brought about.
2. Ask each member of the group to tell whether he/she is:
  - a) an only child
  - b) an oldest child
  - c) a second child
  - d) a middle child of four or more
  - e) a youngest child
3. If the group is large enough, divide it into subgroups to compare experiences and feelings with others in the same position; for example, what is good and what is not so good about being an oldest child. Then have each subgroup report on any common experiences and feelings.

If the group is small enough, have members tell the whole group how it feels to be in their respective positions in the family.

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Preparation for Marriage continued.Lesson I.

4. On the chalkboard, put the family positions as headings for 5 columns, and, through open discussion, list the characteristics or traits which often seem to apply to siblings in each position.
5. Discuss the possible reasons for these characteristics. This discussion may be left unfinished, as a lead into Lesson II.

Resources:

Life with Brothers and Sisters, Frances Ullman, Chicago: Science Research Associates, 1952, 40 pages. (In SRA Junior Guidance Series)

OR

Getting Along with Brothers and Sisters

References:

The Education of Children, Alfred Adler, Chicago: George Allen and Unwin, 1930, pages 127 - 137

Fundamentals of Adlerian Psychology, Rudolf R. Dreikurs. Chicago: Alfred Adler Institute, 1953

Patience and Fortitude: The Parents' Guide to Adolescence, Graham B. Blaine, Boston: Little Brown and Company, 1962

Sibling Rivalry, Everett Ostrovsky, New York: Cornerstone Library, 1970

Your Adolescent at Home and in School, Mary Frank and Lawrence K. Frank, New York: Viking Press, 1956, pages 36 - 37 and 220 - 238

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Preparation for Marriage continued.LESSON IIContent and  
Activities:

1. Provide copies of, or read to the group, "The Family Constellation" and discuss the extent to which the characteristics attributed to children in the various birth-order positions by Adlerian psychologists seem to be true in the students' own experience.
2. Discuss the reasons, whether conscious or unconscious, for the various kinds of behavior. Consider:
  - a) Whether a brother or sister may really respect and admire the student, and want his/her attention and approval and how he/she may feel about the student's response to his/her attention-seeking actions.
  - b) Whether another sibling's behavior is a response to the student's treatment of him/her, and therefore subject to modification by a change in the student's approach.
  - c) Whether the underlying desire of everyone is to feel that he/she is a person of worth, a person who matters, a person who "is somebody" worthy of notice--and to feel that others recognize him in that way.
3. Discuss the idea that each brother or sister can have his/her own area of superiority, in which others will not feel they have to compete.
4. Discuss whether, to improve one's own feeling of worth or one's own self-concept, it is better or more satisfying to "put down" a brother or sister, or "build up" his/her feeling of being "somebody".
5. Discuss specific ways of building up a good kind of self-confidence, and a feeling of being appreciated in a brother or sister. (or, in the case of an only child, in a person with whom he/she does not get along very well).
6. Encourage members of the group to try this approach at home, and report back at the next session on how well it worked (without expecting instantaneous results).

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Preparation for Marriage continued.LESSON II continued.

Resources: Life with Brothers and Sisters, Frances Ullmann. Chicago: Science Research Associates, 1952. (In SRA Junior Guidance Series)  
The Family Constellation (three pages, attached).

References: See Lesson I.

LESSON III.Content and Activities:

1. Have students report on their efforts to improve relations with a brother or sister, by trying to build up his/her feeling of being appreciated.
2. Show a film or sound filmstrip on sibling relations, suggesting that students watch for what made a brother or sister feel "put down" and "built up".
3. Role-play a family situation; for example, a disagreement over the distribution of jobs around the house, or a disagreement over which TV program to have on.
  - a) with all participants at their worst, putting each other down
  - b) with all participants at their best, trying to build each other up.

For this role-playing, it might be interesting to have each participant take a birth-order-position role other than his real one to learn from a little experience how the other feels.

Evaluation: Ask members of the group to write or say whether or not this unit has helped them to improve their relations with their brothers and sisters.

Resources: Film: Jamie - The Story of a Sibling (National Film Board, black and white, 28 minutes).  
Sound Filmstrip: Understanding Brothers and Sisters (one of the 4 parts in the SVE Educational Filmstrips Series "Family Problems of Young Teens")

References: See Lesson I.

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Preparation for Marriage continued.LESSON III continued.The Family Constellation

The pattern of relationships within a family, involving father, mother, children, grandparents or other relatives who live there, and perhaps even family pets if they are thought of as "members of the family", makes up what is sometimes called the "family constellation". This is probably the most important part of the whole setting in which a child grows, and it has a strong influence on the way his or her personality develops.

One factor which often makes a bit difference in personality development, according to Alfred Adler and other psychologists who accept his principles, is a child's position among the other children in the family; this is whether he or she is an only child, an oldest child of two or more, a second child, a middle child, or a youngest child. Adlerian psychologists have observed that, although there are exceptions, children and adolescents in these positions tend to have particular characteristics, which they often retain for life. Here is a brief description of characteristics which have been observed. Remember that "he" means "he or she", except where it refers specifically to a boy.

An only child is often emotionally closer to his parents than other children are to their parents. He receives more than the average amount of attention from his parents, and is likely to be more dependent on them. An only child may often feel lonely and wish he had a brother or sister, but, interestingly, he often gets along better with other children his own age than those with brothers and sisters do. An only child who is a boy often has above-average self-confidence and self-esteem. An only child who is a girl is more likely to have high or low self-esteem than just average self-esteem.

An oldest child, has been at first an only child and has for his first year or more received much attention from parents who were just learning to bring up a child. He has then had the experience of being "dethroned" when the second child arrived. With the consequent loss of some of his parents' attention, he has probably felt less loved and less worthy, and has learned to compete for the attention which will restore his feeling of worth. As he and the second child grow up, he tends to see the second as a rival, and tries in various ways to maintain his own superiority. He tends to side with adults, to be more obedient and responsible, to believe in firm rules

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reparation for Marriage continued.

LESSON III continued.

The Family Constellation

and authority, and to be more conformist and conservative in his ideas than other children are.

The second child is constantly aware of the age advantage of the older one, and tends to compete more aggressively for attention and the feeling of self-worth that goes with it. The second child often avoids areas where the first one has succeeded, and often succeeds where the first has failed. If he becomes convinced that he cannot compete successfully with his older brother or sister in being good, he may seek attention by being bad, because even critical or punitive attention is more satisfying than no attention at all. A second child is the most likely one to be the nonconformist or rebel in the family. The competition or rivalry between the first child and the second is likely to be more acute if both are of the same sex. When the first child is a boy and the second is a girl and they are close in age, she may catch up to him and even surpass him in size and social maturity between the ages of about 11 and 14, and the rivalry between them may be more acute and disturbing at this time.

A middle child, that is, any child who is neither the oldest nor the youngest, often feels that he is in the worst position, since he cannot compete successfully enough to catch up with the oldest, nor can he go back to the more childish ways to get attention used by the youngest. He often feels it unfair that the other ones have more privileges, and the younger ones have fewer demands made on them than he has. He may feel that he is given less attention and more jobs to do than either his older or his younger brothers or sisters. He often sees the older as trying to dominate him and the younger as being spoiled. He is apt to avoid, or be less aggressive in, fields of achievement where the older ones have succeeded, but he is often able to stake out his own area of successful achievement. Middle children, especially those in large families, tend to have more home problems than do only children, oldest children or youngest children. Perhaps this observation explains why middle children usually have more social contacts outside the home than do other children.

A girl who has older brothers is more likely to be tomboyish than a girl with older sisters, probably because she sees the more power and privilege seem to go with boyish characteristics. A girl who has brothers but no sisters, however, may have more of a feeling of femininity than other girls have, because it gives her a whole area in which her brothers cannot compete. Girls who have sisters but no brothers tend to

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Preparation for Marriage continued.  
LESSON III continued.  
The Family Constellation

get along better with their parents, especially with their fathers, than do girls who have both brothers and sisters. Girls generally tend to get along a little better with their younger brothers and sisters than boys do.

A boy who has older sisters and no brothers may take on some feminine characteristics if these seem to get favorable attention from his parents. An only boy in a family of girls may be the favorite of all of them, or he may be excluded by them and try to become extra-masculine. A boy with more sisters than brothers is likely to have high self-esteem, probably because of his parents' satisfaction at having a boy and the extra attention they give him; and his self-esteem does not depend on achievement such as scholastic success or popularity, since he is often below-average at school and usually has no more than the average number of friends. Boys who have no sisters tend to get along better with girls than do boys who have sisters.

A youngest child is often spoiled by all other family members. He may resent being treated as the baby in the family, but he often has fewer restrictions on him than the older ones had at his age, as a result of his parents' experience. He may develop a light-hearted manner and winning ways, and sometimes an appearance of helplessness, and he often gets more help than the others. He usually likes to be in the limelight to get attention. He may feel that to compete with his older brothers and sisters is too difficult and become discouraged and sulky or withdrawn. He may, on the other hand, determine to overcome the odds and surpass them all. By over-compensating for his family position he may succeed outstandingly.

\* \* \* \*

The characteristics described above are not inevitable. Because of the different ways in which different parents relate to their children or because of the special circumstances affecting one child or another, there are always exceptions. More often than not, however, these descriptions seem remarkably close to the truth.

Some of the observations indicate a difference nowadays between the attitudes toward boys and toward girls, a difference which girls do not always appreciate. But the times are changing, and the treatment of girls and boys and the opportunities open to them are steadily becoming more nearly equal. Perhaps by the next generation most of the differences between boys and girls in the descriptions above will be out of date.

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eparation for Marriage continued.The Family Constellation

Some rivalry and conflict between children in a family is normal. Conflict can be kept within limits, however, so that no one is deeply hurt. A cutting remark to a brother or sister whose attention-seeking arises from admiration and affection can leave a lasting emotional scar. Ignoring his or her accomplishments can hurt even more. On the other hand, friendly recognition of any success in a brother's or sister's special area of achievement can be very encouraging, and can make both the speaker and the listener feel bigger and better about themselves. Genuine "build'ups" are more satisfying than "put-downs", to both parties.

People often give back what they receive, so that giving a hurt often results in being hurt back; and giving friendly attention can result in getting friendly attention in return, although it may take a little time if this represents a new approach. Most people want respect and affection from their brothers and sisters, and are willing to give respect and affection in return. Without sacrificing his own rights and dignity, each member of the family constellation can do much to make it a setting for friendly and satisfying cooperation.

UNIT III

ITEM J.

\* 343

Subject: Parent - Child relationships

Objective: To understand the role of parents and to relate that role to the parent - child relationships.

Format of Activities:

Activity 1. Parents and You

Source: Counsellor's ...etc.  
Unit 202. p.1. activity 1.

Time: 60 - 90 minutes  
See Appendix A

Conclusions: As appropriate

Related Materials:

Origin: 1. Counsellor's ...etc.

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UNIT IIIITEM J.

#343

PREPARATION FOR MARRIAGE

## UNIT 202

Subject: Parents and YouGrade Level: 7 or 8

Objective: To help students gain increased understanding of the role of parents and to help them see themselves as the parents of tomorrow.

Activity: Before discussing the ideas expressed above, ask the students, "What do you believe your parents owe you?... What should they do for you?... What should they give you?"

Without waiting for oral answers to these questions, ask the students to take out a sheet of binder paper and list five things they believe people their age should reasonably expect from their parents. Ask them to list the five most important things they believe they should expect from their parents.

After it appears most of them have completed their lists, discuss the ideas touched on in the resource. Then ask the students to look again at their lists and put check marks next to the items they believe they will adequately fulfill when they are parents. Have these papers passed forward. Read a few to the group.

Leave the students with the question, "What sort of parents will your children have?"

Time permitting you might add, "Will you be more lenient than your parents? Or should you be more strict?... In terms of preparation for earning a living, gaining respect, building character, learning to help and get along with people, ... are you doing what must be done now if your children are to have the sort of parents you want for them?"

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Preparation for Marriage continued.Resource: Parents and You (one page, attached)Reference: Homeroom Guidance Activities, Donald L. Peters. New York: Richards Rosen Press, Inc., 1967.PARENTS and YOU

People by their nature are inclined to be more critical of others than themselves. This seems doubly true when teenagers view their parents.

Below are listed some of the things youngsters might reasonably expect of their parents. But, unfortunately, a number of parents are unable to provide all of the items listed. Usually, this is through no fault of their own.

Students must be brought to understand that nothing worthwhile can be accomplished in this world by shouting, "Unfair", when parents fall short. A much wiser path is for them to take a close look at themselves and make certain that they are doing everything they can to prepare to be the sort of parents they believe young people need and should have.

Children reasonably expect from their parents:

- love and affection
- the basic essentials--clothing, room and board, health care
- sound moral training
- the willingness to listen
- respectable examples to follow
- sufficient educational opportunities
- some well-defined rules which are enforced but which change with the age of the growing child
- a willingness to turn loose and recognize the need for independence when the time comes

Looking over such a list as this and attempting to determine how a person can make himself capable of fulfilling such expectations should point out what a complex job parents have, now and always.

UNIT III

ITEM J.

3/1/1

Subject: Communicating With Children

Objective: To identify the skills which are used in communicating with children.

Format of

Activities:

Activity 1: Communicating with Children

Source: Life Skills Coaching Manual  
pp. 188-6

Time: 1 to 2 hours

Conclusions: As appropriate

Related

Materials:

1. Ginott, Haim Between Parent and Child
2. Ginott, Haim Between Parent and Teenager
3. Ginott, Haim Between Teacher and Origin

Origin:

1. Life Skills...etc.

UNIT III

ITEM J.

34.5

Subject: Telling Children About Sex

Objective: To identify ways and content of telling children about sex.

Format of  
Activities:

Activity 1: Telling Children About Sex

Source: Life Skills Coaching Manual  
pp. 335 - 8

Time: one to two hours

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Life ...etc.

UNIT III

ITEM J.

34<sup>6</sup>

Subject: Raising a Family Alone

Objective: To identify problems and possible methods of solving single - parent problems.

Format of  
Activities:

Activity 1: Raising a Family Alone

Life Skills...etc

pp. 442-7

Time: one to two hours

Conclusions: As appropriate

Related

Materials:

1. The World of the Formerly Married
2. Department of Health pamphlets

Origin:

1. Life Skills...etc.

\* REFER TO GUIDELINES FOR USE

ITEM III

ITEM J.

\* 347

Subject: Handling sex problems

Objective: To study behaviors related to sex

Format of  
Activities:

Activity 1: Handling Sex Problems  
Source: Life Skills Coaching Manual  
pp.329 - 34  
Time: one to two hours

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Life Skills...etc.

UNIT III

ITEM K. - PREPARING YOUR CHILD FOR SCHOOL

348

Subject: Setting Goals for Guiding Children's Behavior

Objective: To identify skills needed to guide children's behavior

Format of  
Activities:

Activity 1: Setting Goals for Guiding Children's Behavior

Source: Life Skills Coaching...etc.

pp. 378 - 83

Time: 50 to 90 minutes

Activity

2 - 8: Preparing Your Child for School

Time: 50 to 60 minutes for anyone

Source: ABE...etc.

Unit II, p. 9, Topic I, Activities 1 to 7

Conclusions: As appropriate

Related

Materials: 1. Ginott, Haim Between Parent and Child

Origin: 1. ABE in...etc.

2. Life Skills...etc.

UNIT III

ITEM K.

349

Subject: Helping a Child with a School Problem

Objective: To develop plans for helping a child with a school problem -  
using a problem solving system

Format of  
Activities:

Activity 1: Helping a Child with a School Problem

Source: Life Skills ... etc.

pp.353-60

Time: one to two hours

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Life Skills...etc.

BIBLIOGRAPHY FOR UNIT III

ITEM K.

Preparing your Child for School

- Free Publications:
1. Adolescence
  2. And so to School
  3. The Miracle of You
  4. Preparing your Child for School
  5. Sharp Eyes for Teenagers
  6. Teen Topics
  7. You and your Daughter
  8. Your Years of Self-discovery

From: The Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Note: Order the desired quantity and keep them in a consumable display.

**ITEM K.**

**Preparing your Child for School**

**Films:**

1. **Al in the Hospital**  
22 minutes - black and white
2. **Angry Boy**  
30 minutes - black and white
3. **Child in the Middle**  
18 minutes - black and white
4. **Fairness for Beginners**  
10 minutes - color
5. **From Sociable Six to Noisy Nine**  
20 minutes - color
6. **From Ten to Twelve**  
26 minutes - color
7. **Frustrating Fours and Fascinating Fives**  
20 minutes - color
8. **Helping Johnny to Remember**  
10 minutes - color
9. **The Hickory Stick**  
28 minutes - black and white
10. **Jamie: The Story of a Sibling**  
28 minutes - black and white
11. **Mealtime Manners and Health**  
11 minutes - color
12. **Pay Attention**  
30 minutes - black and white
13. **Problem Children**  
20 minutes - black and white

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**ITEM K. Preparing your Child for School**

**Films continued:**

14. Shyness  
20 minutes - black and white
15. Six, Seven and Eight Year Olds  
27 minutes - black and white
16. The Test  
29 minutes - color
17. Understanding the Gifted  
33 minutes - color
18. Who Cares About Jamie?  
16 minutes - color

**From:** The Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 94607824

UNIT III

ITEM L. - Relationships Within Marriage and the Family

350

Subject: Sex roles and need fulfillment

Objective: To become aware of the relationship between sex roles and the fulfillment of needs.

Format of Activities:

- Activity 1:
1. Sex roles and need fulfillment  
Have students identify a list of needs they think are common to most people in our society. They may suggest the need for appreciation, love, safety, affection, intellectual stimulation, challenge, and so on. Write the list on the flip chart or chalk board.
  2. Through discussion, the class arrives at a consensus concerning a mental picture of the "average" housewife and her husband. in their town. How many children do they have? How long married? How much does he earn? What does her social life consist of? His? etc.
  3. The group now goes back to the list of needs, and decides on a scale of 1 to 10, to what extent each need is fulfilled for their average housewife. After completing the list, they repeat the process for hubby.
  4. The group discusses the findings of their investigation.

Source: Vonnie Grafton

Time: 50 minutes

Conclusions: As appropriate

Related Materials: 1. Ms. magazine

Source: Vonnie Grafton

UNIT III

ITEM L.

351

Subject: Resolving Family Conflicts

Objective: To assess methods of dealing with family conflicts

Format of  
Activities:

Activities 1: Resolving Family Conflicts

Source: Counsellor's ...etc.

Unit 204, p.1, Procedure

Time: 60 - 80 minutes for anyone

See Appendix A

Conclusions: As appropriate

Related

Materials: 1. Counsellor's ...etc.  
Unit 204, p.1

Origin: 1. Counsellor's ...etc.

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UNIT IIIITEM L.

351

PREPARATION FOR MARRIAGE

## UNIT 204

Grade Level: 7 - 9Subject: Resolving Family ConflictsObjective: To help teenagers assess various methods of dealing with family conflicts.

- Procedure:
1. Have students list on paper or orally in class as many conflict situations with parents as they can think of.
  2. Write the situations on the chalk board and have them vote on which ones are the major conflicts.
  3. Break the class into groups of three or four and assign one area to each group, to discuss ways of resolving the conflict.
  4. Have one member from each group report back to the whole class the results of their discussion.
  5. Have students react to appropriateness of the suggestions given by each group.
  6. Suggest to students that they try some of the approaches during the coming week.

Evaluation: During the next period have students either express on paper or orally the results of trying one or more of the approaches. If they didn't try one, have them indicate why.

Resources: Film: Jamie (National Film Board, black and white, 28 minutes)

References: Family Life and Sex Education, Esther D. Schulz and Sally R. Williams.  
New York: Harcourt, Brace and World, Inc., 1969.

Homeroom Guidance Activities. D. L. Peters, New York: Richards Rosen Press, Inc., 1967.

\* REFER TO GUIDELINES FOR USE

UNIT III

ITEM L.

\* 352

Subject: Male - female relationship

Objective: To be aware of marital responsibility and family interaction

Format of  
Activities:

Activities

1 - 7: Husband - Wife Relationship

Source: ABE ...etc.

Unit I, pp 6 - 7, Topic I, activities 1 - 7

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials: 1. ABE...etc.  
pp 28 - 30

Origin: 1. ABE...etc.

UNIT III

ITEM L.

\* 353

Subject: Marriage and Sex Education

Objective: To be aware of marital responsibility and family interaction

Format of

ACTIVITIES:

Activities

1 - 6: Marriage and Sex Education

Source: ABE...etc.

Unit I, p 8, Topic III, activities 1 - 6

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials: - 1. ABE in...etc.  
pp 28 - 30

Origin: 1. ABE in...etc.

UNIT III

ITEM L.

\* 354

Subject: Emotional Growth

- Objective:
1. To identify, what emotions, feelings are and the need to express them.
  2. To be aware that communication with people is achieved by sharing and understanding emotions.

Time: 50 minutes  
See Appendix A

Format of  
Activities:

Activities

1 - 5 : Emotional Growth  
Source: Counsellor's...etc.  
Unit 205, pp 1 - 2, activities 1 - 5  
Time: 60 - 80 minutes for any one

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Counsellor's etc.

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UNIT IIIITEM L.

354

PREPARATION FOR MARRIAGE

## UNIT 5

Grade Level: 7, 8 or 9Subject: Emotional Growth

- Objectives:
1. To help students realize that a very important part of their adolescent growth is their emotional growth.
  2. To help students realize what emotions or feelings are, and why it is important to express them.
  3. To show students that they can really communicate with people by sharing and understanding emotions.
  4. To help a student see that answers to questions like "Who am I" and "What type of person do I want to be?" can be gained through understanding emotions and feelings.

Time: Two or three periods (40 - 50 minutes)

Content and  
Activities:

In general terms, the objectives above can be met by a combination of a theoretical cognitive approach and an experiential approach. The experiential part can be arranged by beginning a discussion in pairs, then in threes, then fours, and so on, to build up a group trust and sharing atmosphere.

1. Begin with the group as a whole. Have each student write down as quickly as he can in one minutes as many emotions or feelings as he can think of.

Have different students read out their lists. Compare what kinds of emotions appeared more than others. Why? Discuss: What are emotions? What are feelings?

2. Discuss the following points:
  - What was the total number of feelings suggested?
  - Why did some people have a lot of feelings and others only a few?

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Emotional Growth continued.

2. Count the positive against the negative emotions and discuss reactions.

Discuss which feelings they feel most comfortable with, and why.

3. Break the group into pairs first. In two minutes, ask one person to share with the other person a recent happy experience; in other words, describe something which made him or her happy.

Then reverse the procedure with the listener doing the talking?

Then have two pairs come together and tell each other their happy experiences, and then work into groups of eight.

Then discuss with the students which feelings they experienced while doing this.

Were they more comfortable in pairs or in a group of eight.

Why?

Discuss whether or not they got to know someone.

Is it important to know others and feel comfortable with them?

Was it hard to share feelings?

4. Break the group into pairs again. Have one student talk to the other for two minutes without using the words "yes" or "no". Then put four people together, then five and so on.

Try to get their reaction to this:

Was it difficult to do? Why?

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Emotional Growth continued.

4. Try to emphasize that people tend to be very vague when they talk, rather than expressing a feeling about something.

Why are people generally like this?

5. Keep the group as a whole, preferably in a small informal circle. Include yourself in the group and go around the circle asking each person to turn to the one next to him or her and give them one honest compliment. That is, try to say one nice thing about that person regardless of how well you might know him.

Several points may arise for discussion; for example:

Was this difficult to do? Why?

Why is it harder to give a compliment than an insult?

What sort of person am I?

Do others see us as we would like to be seen?

Is it important to check out how others perceive us?

What part do feelings play in all of this?

UNIT III

ITEM L.

\* 355

Subject: Family Relationships

Objective: To demonstrate that the family is a group relationship and that each member of this group is an individual with his own needs and wants, so that family relationships and problems can be perceived more accurately and coped with more satisfactorily.

Format of  
Activities

Activities

1 - 5: Source: Counsellor's...etc.  
Unit 217, pp 1 - 5, Lessons I - V  
Time: 60 - 80 minutes for any one  
See Appendix A

Conclusions: - As appropriate

Related

Materials: 1. Counsellor's Resource...etc.  
Unit 217, p 2, 3, 5

Origin: 1. Counsellor's Resource...etc.

UNIT IIIITEM L.

\* 355

PREPARATION FOR MARRIAGE

## UNIT 217

Grade Level: 10Subject: Family Relationships

Objective: To demonstrate to students that a family is a group relationship, and that each member of this group is an individual with his own specific needs and wants, so that students may perceive family relationships and problems more accurately and may cope with them more satisfactorily.

Contents and  
Activities:

LESSON I.

- A. Show the first half of the film, "The Eye of the Beholder".
- B. Hand out the following questions, and ask students to mark the answer to each which they consider most probably true:
1. Why does the waiter think that the central character is "a real ladies' man"?
    - a) because he looks handsome
    - b) because he leaves one girl to talk to another
    - c) because the waiter would like a date with the blond woman too, but he doesn't feel he could "succeed" as easily.
  2. Why does the taxi driver feel the central character is a gangster?
    - a) because of his appearance
    - b) because of the way he treats the taxi driver
    - c) because of how the taxi driver feels the world is run -- by gangsters.

\* Taken from a 5-lesson unit provided by Eila Lamb, Faculty of Education, University of Manitoba.

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Family Relationships continued.

- B. 3. Why does the cleaning lady feel the central character is a murderer?
- because of what she hears
  - because of what she sees
  - because she is afraid
4. What is your opinion of the central character?
- is he a murderer?
  - is he insane?
  - is he a frustrated person?
- C. Show the remainder of the film and during this time tally up the answers to each question.

Resources: Film: The Eye of the Beholder (Canadian Film Institute, Ottawa, black and white, 25 minutes).

LESSON II.

- A. Review the film briefly, and report on the tally of student responses to the questions in Lesson I. Discuss how it may happen that an act or incident is perceived differently by different people. Discuss how wrong perceptions can be corrected or prevented.
- B. Present a newspaper picture or clipping of teenagers. Then:
- Use a role-playing situation in which one student takes the role of a furious parent who sees the picture or article in the worst possible light, and another student takes the role of a teenager who defends those in the picture or article and describes what he believes they are actually doing.
  - Divide the class into groups and have each group discuss and explain why the parent reacts the way he (or she) does, and why the student cannot communicate with the parent. Have each group report its answers.

**BEST COPY AVAILABLE**Family Relationships continued.LESSON II.

- B. 3. In the same groups, have students decide how they would try to correct the parents' wrong perception. Have each group report its conclusions.
4. Suggest that students try out some of these ideas at home, and report back at the next session of the class.
- C. (As an alternative to B, or an additional lesson)
1. Ask student to divide a sheet of paper into two columns, and in the first column to jot down his (or her) own most troublesome problems might be in trying to get along with their teenaged sons and daughters.
2. Ask the students to try to explain why they, themselves, and their parents feel and act the way they do, as indicated in the two columns. Suggest that each family member be seen as a human being, with his or her own specific needs and wants.
3. Discuss what teenagers might do differently in view of these perceptions. Suggest that those who see a way of improving relationships with their parents actually try it out and, if they wish, report on how it worked at the next session of the class.

LESSON III.

- A. Raise the question, whether we as individuals think the same way if we are angry or depressed as we do when we are feeling confident and happy. Take a poll of students to get a reaction from everyone.
- B. Present a frustrating situation, preferably one suggested by a student, and ask the students to explain how, if this frustrating situation cannot be resolved, it would affect:

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Family Relationships continued.LESSON III.

- B. 1. the way he talks or acts with his friends  
2. the way he talks or acts with his parents  
3. the way his friends or parents would respond to him
- C. 1. Present a frustrating situation for a parent, such as a rough day at work, or a financial problem. Then ask the students, if they were faced with the same situation as adults and parents, whether this frustration would affect how they spoke or acted with their families. Just take a poll.
2. Ask those who do not feel they would change their reactions to others to explain, as a group, why they would not react, or how they would prevent themselves from reacting.
3. Ask those who feel that they would react differently if frustrated to explain in what ways they would react. and if they felt it would occur in the family, how they would prevent it from damaging the family relationships.
- D. 1. Show the film "David and Hazel".
2. Have the students discuss what each family member might have done to relieve the tension and improve relationships.

Resources:Film:

David and Hazel (National Film Board, black and white, 28 minutes).

**BEST COPY AVAILABLE**Family Relationships continued.LESSON IV.

- A. Raise the question of the "ideal" parent and the "ideal" son or daughter.
- B. Divide the class into groups of four or five.
1. Have each group discuss and decide what they think the ideal parent would be like, and how he or she would handle their sons or daughters in specific situations such as:
    - a) periods of frustration at work, or when things go wrong at home
    - b) incidents where a generation gap is apparent, for example in relation to language, dress, hair style, music preference
    - c) coping with family problems such as who should get the car, how much can be spent on clothes, how much allowance a teenager should receive, or how the jobs around home should be allocated.
  2. Have each group report on the characteristics of an ideal parent. List these on the chalkboard. Note similarities and differences between the view of different groups.
  3. Discuss any difficulties they had in deciding how a parent should cope with pressures and problems, and how a parent should cope with his or her emotions.
- C. In groups again
1. Have students discuss:
    - a) how they would like their own children to think and behave.
    - b) how they would work with their own children to solve specific problems such as:
      - i) dress ii) dating iii) use of the family car
      - iv) conflicts between brothers and sisters

**BEST COPY AVAILABLE**Family Relationships continued.LESSON IV.

- C. 2. Have each group report back to the class as a whole. Accept differences in point of view between and within groups.

LESSON V.

Show the film, "Nobody Waved Goodbye".

This is an excellent film to use at this point, since the boy's rebellion against his parents and his leaving home, and the alternatives he might have taken, can be considered most effectively in the light of the ideas developed in the previous lessons.

Since the film runs for 80 minutes, special arrangements may be necessary, such as:

- a) showing the first half of the film in one class period, leaving the students to guess what will happen and why, and then showing the second half in the next session, followed by discussion; or
- b) special scheduling or show the whole film at once, perhaps to all guidance groups together, and following up with discussion in class.

Resources:

Film: Nobody Waved Goodbye (National Film Board, 1964, black and white, 80 minutes)

Evaluationof theWhole Unit:

Ask students to tell or write what they felt was valid and helpful in the whole unit, and whether it has resulted in any difference in their relationships at home.

References:

Patience and Fortitude: The Parents' Guide to Adolescence, Blaine, Boston: Little Brown and Company, 1962.

Today's Teen-Agers, Evelyn M. Divall, New York: Association Press 1966.

Your Adolescent at Home and in School, Mary Frank and Lawrence K. Frank New York: Viking Press, 1956.

UNIT III

ITEM L.

\* 356

Subject: Functions of the Family

Objective: To develop an understanding of the present functions of a family.

Format of  
Activities:

Activities

1 - 3:           Source: Counsellor's...etc.  
                                  Unit 218, p 1, activities 1 - 3  
                                  Time:   60 - 80 minutes for any one  
                                  See Appendix A

Conclusions: As appropriate

Related

Materials:    1. Counsellor's...etc.  
                                  Unit 218, p.1

Origin:        1. Counsellor's...etc.

**BEST COPY AVAILABLE**UNIT IIIITEM L.

\* 356

PREPARATION FOR MARRIAGE

UNIT 218

Grade Level: 10Subject: Functions of the FamilyObjective: To develop an understanding of the present functions of a family.Activity:

1. Have students read the resource "Functions of the Family".
2. Make two columns on the blackboard with headings "Past" and "Present". Have students indicate differences in the function of a family today compared with the past.
3. Have students discuss whether some of the functions lost should be reinstated, and whether some present functions should be delegated to other agencies such as the church, the school, health department, etc.

Resource: "Functions of the Family"(Attached)Reference: Family Life and Sex Education, Esther D. Schulz and Sally R. Williams, New York, N.Y., Harcourt, Brace and World, Inc., 1969.  
Paper \$4.00

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FUNCTIONS OF THE FAMILY

The family is the only social institution other than religion that is formally developed in all societies. Family duties are the direct responsibility of everyone in the society, with rare exceptions. The family is the fundamental instrumental foundation of the larger social structure, in that all other institutions depend on its contributions. The family is the socially approved means for production, nurture, rearing, and socialization of children.

In the United States of America, the family has changed from a producing unit to a consuming unit. The transition from a domestic work group to a domestic group in which the individual members of the family are dispersed at work and at school has taken place gradually over the last one hundred years. As the business function of the family changed, the individual family members' roles have also changed. Although the family home remains the center of activity, the nature of the work and its division between husband and wife is different.

In colonial times all members of the typical free family worked to supply all necessities. The father was the undisputed head of the household. He was the taskmaster, teacher, and minister. He made all decisions of consequence. The mother was subservient to the husband. She performed practically all the household chores and sometimes helped farm the land with her husband. The role of the child was strictly defined. Children were "to be seen not heard", and they were expected to work alone with their parents. The larger the family, the more hands to do the necessary work.

Today the family sells its labour for money, and most families have moved from rural to urban areas. The father is generally still the head of the household, but he is no longer the educator and minister. He still influences the development of ideals, moral and spiritual habits, and values in his children. He sometimes helps his wife with household tasks. The mother usually has more equality. She participates in decisions of consequence and is both wife and companion to her husband. The wife may work outside the home. The children are still expected to help with household tasks but are primarily concerned with their schoolwork.

Other organizations have taken over the direction of economic production that was formerly exercised by the family, and they have assumed some of its financial and educational responsibilities as well. The mass media, peer groups, hospitals, and voluntary associations have all assumed functions formerly performed by the family. The family has, therefore become a much more specialized group, and now it

**BEST COPY AVAILABLE**Functions of the Family continued.

concentrates its functions on the socialization of the child and the emotional support and affection that are exchanged among its members.

Many families are operating as true partnerships of husbands and wives. Others enjoy a more traditional relationship between spouses. Families choose the form that is most expedient, necessary and workable for them. The important thing is for the family to be comfortable with its role arrangements and for all its members to derive the benefits that variety makes possible.

UNIT III

ITEM L.

\* 357

Subject: Identifying Strengths of the Family

Objective: To identify strengths of a family as seen by individuals

Format of  
Activities:

Activity 1: Identifying Strengths of the Family

Source: Life Skills Coaching Manual

pp 197. - 203

Time: 60 - 90 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Life...etc.

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UNIT IV

HEALTH EDUCATION

380

UNIT IV - HEALTH EDUCATION

ITEM A. - Nutrition

L01

Subject: Foods for a healthy diet

Objective: To learn what foods are needed for a health diet.

Format of  
Activities:

Activity 1: Foods Needed for a Health Diet

Source: ABE...etc.

Unit I, pp. 34 - 6, Topic I, activities 1 - 7

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. Canada's Food Rules - copy per person from the Department of Health
2. Pamphlets and brochures from Manitoba Department of Health
3. ABE...etc.  
pp. 42 - 5

Origin:

1. ABE in...etc.

ITEM IV

ITEM A.

402

Subject: Preparing a Well-Balanced Menu

Objective: To learn how to prepare a well-balanced menu.

Format of  
Activities:

Activities

1 - 8: Preparing a Well-Balanced Menu

Source: ABE...etc.

Unit I, pp 36-7, Topic II, Activities 1 - 8

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.
2. Manitoba Department of Health - pamphlets  
pp 42-5

Origin:

1. ABE...etc.

UNIT IV

ITEM A.

403

Subject: Planning and Preparing Low Cost Nutritious Meals

Objective: To learn what is involved in planning and preparing of low cost nutritious foods.

Format of  
Activities:

Activity 1: Planning and Preparing Low Cost Nutritious Meals

Source: Life Skills Coaching Manual

p. 220 - 8

Time: 50 - 60 minutes for any one

Department of Health (Manitoba)

2. Manitoba Hydro - Home economist as a speaker

Time: 60 minutes

3. Dot West, Director of Consumer Affairs (for Tom-Boy, P.O.Box 66,  
Winnipeg, Manitoba R3C 2G1

Shop-Easy, Econo-Mart, and Lucky Dollar)

Time: 60 minutes

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. ABE...etc., pp 42-5

2. Department of Health and Social Development

Origin:

1. Life...etc.

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UNIT IV

ITEM A.

403

HAVE YOU A QUESTION ABOUT FOOD?  
CALL \* 774-6561 AND TALK TO  
WINNIPEG'S OWN DOT WEST  
DIRECTOR OF CONSUMER AFFAIRS FOR:

TOM-BOY, SHOP-EASY, ECONO-MART and  
LUCKY DOLLAR  
FOOD STORES IN WINNIPEG

AS A HOMEMAKER, WITH A B.Sc. DEGREE  
IN HOME ECONOMICS, SHE IS FULLY QUALIFIED  
TO GIVE YOU HELPFUL INFORMATION ON:

TOM-BOY

SHOP-EASY  
A CANADIAN COMPANY

ECONO-MART  
A CANADIAN COMPANY

LUCKY DOLLAR FOODS

- \* GETTING THE MOST NUTRITION FOR YOUR FOOD DOLLAR
- \* GOVERNMENT GRADING ON FOOD PRODUCTS
- \* WAYS TO REDUCE YOUR FOOD BILLS
- \* PREPARATION, HANDLING and STORAGE OF FOODS - RECIPES, MEAL PLANNING, KITCHEN HINTS

\* OR WRITE: DOT WEST, DIRECTOR OF  
CONSUMER AFFAIRS,  
P.O. BOX 66,  
WINNIPEG, MANITOBA  
R3C 2G1

UNIT IV

ITEM A.

L04

Subject: Preparing and preserving economic foods

Objective: To learn what is involved in preparing and preserving economic foods.

Format of  
Activities:

Activities

1 - 5: Preparing and Preserving Economic Foods

Source: ABE...etc.

Unit I, pp 37 - 38, Topic III, activities 1 - 5

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. Manitoba Hydro - Home economist
2. ABE...etc.  
pp. 42 - 5
3. Manitoba Department of Health and Social Development pamphlets
4. Dot West, Director of Consumer Affairs  
P. O. Box 66,  
Winnipeg, Manitoba  
R3C 2G1

Origin:

1. ABE...etc.

UNIT IV

ITEM A.

405

Subject: Infant nutrition

Objective: To learn what is necessary to prepare good food for infants.

Format of  
Activities:

Activities

1 - 2: Infant Nutrition

Source: ABE...etc.

Unit 1, p 39, Topic IV, activities 1 - 3

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

pp 42 - 5

2. Manitoba Department of Health and Social Development - pamphlets

3. Manitoba Hydro - Home economist

Origin:

1. ABE...etc.

UNIT IVITEM A.BIBLIOGRAPHYNUTRITIONFREE PUBLICATIONS

1. Caloric Value of Foods
2. Canada's Food Guide
3. Digestive Tract
4. Food Guide for the Older Person
5. Food "Hang-Ups"
6. Food Record - 5 day record
7. Good Eating with Canada's Food Guide
8. Good Food, Good Health
9. Guide to Better Nutrition
10. Healthful Eating
11. How Do Your Meals Score?
12. How to Plan Meals for your Family
13. Mother and Baby
14. Nutrient Value of Some Common Foods
15. Suggestions for the use of Liver
16. What to Eat Before Baby's Born
17. When Baby is 2 - 6 months old
18. When Baby gets big
19. When Baby is 6 - 13 months old
20. Your Food and Your Money

FILMS

1. Buying Food  
11 minutes - black and white
2. Case of the Bewildered Bride  
15 minutes - black and white
3. Chief Cook and  
20 minutes - - black and white
4. Eat for Health  
11 minutes - color
5. Food as Children See It  
20 minutes - color
6. Food for Health  
13 minutes - color
7. Kitchen Management Principles  
13 minutes - color
8. Menu  
20 minutes - color
9. Menu Planning  
10 minutes - color
10. Mystery in the Kitchen  
23 minutes - color
11. Obesity  
12 minutes - color
12. Planning for Good Eating  
9 minutes - color
13. Principles of Cooking  
11 minutes - black and white
14. Weight Reduction Through Diet  
20 minutes - color
15. Why Budget  
11 minutes - black and white
16. You and Your Food

From:

Department of Health and Social Development,  
270 Osborne Street, North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

NOTE: Choose the pamphlets of most value to you and your classes and order the quantities you would like. Keep them in a consumable display.

UNIT IV

ITEM B. - Developing Good Health Habits and Sanitation

406

Subject: Cleanliness and Care of the Body

Objective: To be aware of the need for good health habits and sanitation.

Format of  
Activities:

Activities

1 - 6: Cleanliness and Care of the body

Source: ABE...etc.

Unit II, p. 46, Topic I, Activities 1 - 6

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.  
p 50
2. Manitoba Department of Health and Social Development - pamphlets.
3. Public Health nurse or nurse from local hospital

Origin:

1. ABE...etc.

UNIT IV

ITEM B.

407

Subject: Dental Health

Objective: To provide information about good dental health.

Format of  
Activities:

Activities

1 - 7:

Dental Health

Source: ABE...etc.

Unit II, pp. 47 - 8, Topic II, Activities 1 - 7

Time: 50 - 60 minutes for any one

Conclusions: As appropriate

Related

Materials:

1. Manitoba Department of Health and Social Development - pamphlets
2. Abe...etc.  
p 50
3. Dentist or dental technician from the local area

Origin:

1. ABE...etc.

UNIT IV

ITEM B.

408

Subject: Mental Health

Objective: To become aware of some of the problems involved with mental illness and ways to maintain good mental health.

Format of  
Activities:

Activity 1: Speaker from the Manitoba Department of Health and Social Development

Activity 2: Pamphlets from Education Services, Department of Health and Social Development, 270 Osborne Street, Winnipeg, Manitoba R3C 0V8  
Telephone: 946-7824  
- discussion on the content of the pamphlets if appropriate

Conclusions: - as appropriate

Related  
Materials:

Origin: L. M. Larson

UNIT IV

ITEM B.

BIBLIOGRAPHY

DEVELOPING GOOD HEALTH HABITS and SANITATION

CLEANLINESS and CARE of the BODY

FREE PUBLICATIONS

1. Acme
2. Children with Heart Disease
3. Circulatory System
4. Deafness in Infants
5. Eat Well but Eat Wisely
6. Epilepsy
7. Epilepsy - Hope through Research
8. Facts About Congestive Heart Failure
9. Facts About Employment and Heart Disease
10. Facts About Strokes
11. Glaucoma, The Sight Sneak
12. Heart Attack
13. High Blood Pressure
14. Human Eye
15. Human Skeleton
16. Innocent Heart Murmurs in Children
17. Strokes
18. Varicose Veins
19. Your Heart and How it Works
20. Your Heart and Your Bloodstream

DENTAL HEALTH

- |                                     |   |
|-------------------------------------|---|
| 1. Crooked teeth, crooked faces     | 9. Hidden Sugars                            |
| 2. Dental Cards                     | 10. Toothbrushing                           |
| 3. Dental Health Facts for Teachers | 11. Your Child's First Visit to the Dentist |
| 4. Dental Health Guide              | 12. Your Child's Teeth                      |
| 5. Dental Health - Teachers' Guide  | 13. Your Dentist Recommends Fluoridation    |
| 6. Facts Favour Fluoridation        | 14. Dental x-rays and your health           |
| 7. For Smiles That Last             | 15. You Can Teach Toothbrushing             |
| 8. Four Leaf Clover                 | 16. Healthy Teeth for Your Child            |
|                                     | 17. Baby teeth are Important                |

UNIT IV

ITEM B.

Bibliography continued.

MENTAL HEALTH

1. The Backward Child
2. Mental Health
3. Mental Health Clinics
4. Mental Retardation
5. Mental Retardation - a matter of shared concern
6. A Summary of Programs in the Metro Winnipeg Area

From: Canadian Mental Health Association

(Manitoba Division)

1111 Lombard Avenue,  
Winnipeg, Manitoba

Telephone:

Note: Choose the desired pamphlets and order the quantity.  
Keep them in a consumable display.

UNIT IV

ITEM B.

Bibliography continued.

FILMS:

CLEANLINESS and CARE OF THE BODY

1. Care of the Feet  
10 minutes - black and white
2. Cleanliness Brings Health  
10 minutes - color
3. Improve your Personality  
11 minutes - color
4. Improving your Posture  
11 minutes - color
5. In Sickness and in Health  
30 minutes - color

DENTAL HEALTH

- |   |   |
|---|---|
| 1. Come Clean<br>10 minutes - color                   | 8. Laurie Learns a Secret<br>17 minutes - color                               |
| 2. Crooked Teeth<br>30 minutes - black and white      | 9. Let's Keep Our Teeth<br>20 minutes - color                                 |
| 3. Dental Health - How and Why?<br>10 minutes - color | 10. Teeth are to Keep<br>10 minutes - color                                   |
| 4. A Drop in the Bucket<br>10 minutes - color         | 11. Your Child's First Visit<br>to the Dentist<br>8 minutes - black and white |
| 5. The Fluoridation Story<br>5 minutes - color        |   |
| 6. Gateway to Health<br>20 minutes - color            |   |
| 7. It's Your Health<br>20 minutes - black and white   |   |

From: The Department of Health and Social Development,  
270 Osborne Street, North,  
Winnipeg, Manitoba R3C 0V8  
Telephone: 946-7824

3. Bitter Welcome  
36 minutes - black and white

13. Feelings of Depression  
30 minutes - black and white

4. Bold New Approach  
62 minutes - black and white

BEST COPY AVAILABLE

5. The Bright Side  
25 minutes - black and white

6. The Cage  
27 minutes - black and white

7. Community Mental Health  
27 minutes - black and white

8. Emotional Health  
20 minutes - black and white

9. Emotional Maturity  
20 minutes - black and white

10. Family Affair  
30 minutes - black and white

UNIT IV

ITEM C. - Communicable Diseases

409

Subject: Definition

Objective: To define what is meant by the term "communicable disease".

Format of

Activities:

Activities

1 - 2: Definition of a Communicable Disease

Source: Adult Basic Education in New Mexico: Personal Growth Curriculum  
Unit III, p 51, Topic I, Activities 1 - 2

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum  
p 54
2. Manitoba Department of Health and Social Development - pamphlets

Origin:

1. Eastern New Mexico University: Adult Basic Education in New Mexico: Personal Growth Curriculum, Portales, New Mexico: State Department of Education, Santa Fe Division of Adult Education, February 1970.

Related

Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum
2. Manitoba Department of Health and Social Development  
270 Osborne Street, North  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

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Origin:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum

370

UNIT IV

ITEM C.

411

Subject: Prevention

Objective: To determine ways to prevent contraction of communicable diseases.

Format of  
Activities:

Activities

1 - 2: Preventions

Source: Adult Basic Education in New Mexico: Personal Growth Curriculum  
Unit III, p 51 and 52, Topic III, Activities 1 and 2.

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum  
p 54
2. Manitoba Department of Health and Social Development  
270 Osborne Street, North  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. Adult Basic Education in New Mexico: Personal Growth Curriculum

111  
300

UNIT IV

ITEM C.

412

Subject: Symptoms

Objective: To be aware of the symptoms of communicable diseases.

Format of  
Activities:

Activities

1 - 3: Symptoms

Source: Adult Basic Education in New Mexico: Personal Growth Curriculum  
Unit III, p 52, Topic IV, Activities 1 - 3.

Time: 50 minutes

Conclusion: As appropriate

Related

Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum  
p 54
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum

UNIT IV

ITEM C.

413

Subject: How and Where to Get Treated

Objective: To be aware of how and where to get treated for communicable diseases.

Format of  
Activities:

Activity 1: See Unit IV, Item E, Use of the Public Health Department

Activity 2: Speaker from the local health department education services

Activity 3: Public health nurse or doctor from the local area as a speaker

Activity 4: Speaker from The Klinik  
567 Broadway Avenue,  
Winnipeg, Manitoba  
R3C 0W2  
Directors: Bruce McManus - Ron Tremback  
Telephone: 786-7411

Activity 5: Speaker from the Mount Carmel Clinic, Winnipeg, Manitoba.

Conclusions: As appropriate

Related

Materials: 1. ABE...etc. p 53-4

Origins: L. M. Larson

UNIT IV

ITEM C.

414

Subject: Venereal Disease

Objective: To be aware of what VD is and why health officials are so concerned about the disease.

Format of  
Activities:

Activities

1 - 2: Venereal Disease

Source: Counsellor's Resource Book for Groups in Guidance

Unit 210, p 1 - 3, Lessons I and II

Time: 50 minutes for any one activity

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Department of Health and Social Development  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

2. Counsellor's Resource Book for Groups in Guidance  
Unit 210, p 2

- Origin:
1. Counsellor's Resource Book for Groups in Guidance

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UNIT IVITEM C.

414

PREPARATION FOR MARRIAGEUNIT 210Grade Level: 8LESSON ISubject: Venereal DiseaseObjective: To make teenagers aware of what venereal disease is and why health authorities are so concerned about the disease.Activity:

1. Read all or parts of a recent newspaper or magazine article indicating the concern of local health authorities for the VD epidemic.
2. After soliciting from the class the meaning of V.D. read to the class the article "Venereal Disease".
3. Discuss with the class:
  - 1) means of transmission
  - 2) symptoms
  - 3) consequences

LESSON IIObjective: To help students realize their responsibility in the control of Venereal Disease.Activity:

1. Show the film "Kathy".
2. Discuss with class:
3. confidentiality
4. clinics available in the local area
5. each citizen's responsibility to educate others

Resources:V.D., Department of National Health and Welfare, 1971 and Education Services, 270 Osborne, Winnipeg.V.D., Some Straight Facts, Education Services, 270 Osborne, Winnipeg.

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UNIT IV

ITEM C.

Venereal Disease continued.

References:

Family Life and Sex Education: Curriculum and Instruction,

Esther D. Schulz and Sally R. Williams, New York: Harcourt, Brace and World, Inc., 1969  
Paper, \$4.00.

Venereal Disease: What You Should Know, Department of National Health and Welfare,  
Ottawa, 1969.

VD: The People to People Disease, Anne Keyl, M.D., Toronto:  
House of Anansi Press Limited, 1972. Paper back, \$1.25.

VENEREAL DISEASE

What are the venereal diseases? First, they are infectious diseases. Syphilis and gonorrhoea are the two common venereal diseases in this country. All are contracted almost exclusively by sexual intercourse. The old belief that VD could be caught in public wash basins or toilets or by handling dishes, bed linens, or other personal items used by an infected person is virtually untrue. The germs that cause syphilis and gonorrhoea die very quickly when they are exposed to the air. They also die immediately when touched by soap and water. They require the special conditions inside the human body to survive and multiply, so that only the most unusual combination of circumstances make it possible for VD to be transmitted except through very intimate sexual contact.

What are the symptoms of syphilis and gonorrhoea? In the early stages of both diseases, shortly after the germs have entered the body, a few minor symptoms may occur. If the symptoms are recognized and given medical attention immediately, both diseases can be cured. BUT - and this is a big but - the diseases are made more dangerous because these few early symptoms can be very minor or, worse, may not appear at all. After the first stage - from three to six weeks - the germs go into hiding for as long as twenty years, gradually multiplying and destroying body cells. Eventually, damage to the body becomes evident and disability, if not death, may result.

Venereal disease is not, as so many people think, limited to prostitutes. Nor is it limited to such groups as the uneducated. A venereal disease can be carried by anyone.

Few young people recognize the dangers or know that a cure - in the early stages - is available. It can't be too strongly emphasized that prompt detection and medical attention can bring complete and permanent cure.

Any unusual soreness or discharge from the genital organs (outside sex organs) should be shown to a doctor immediately. The genital area is quite susceptible to other infections which occasionally show symptoms that look like VD, but are actually minor infections. An examination, along with a simple test, will show if they are symptoms of syphilis or gonorrhoea. Shame and embarrassment often stop a young person from seeing a doctor. But doctors are, after all, trained to fight disease, not to stand in judgment. They are also trained, and can certainly be trusted, to protect the privacy of their patients.

For information as to films, pamphlets and consultation with a resource person in this field contact:

Education Services,  
Department of Health and Social Development,  
270 Osborne Street North,

BEST COPY AVAILABLE

UNIT IVITEM C.BIBLIOGRAPHY  
COMMUNICABLE DISEASESFREE PUBLICATIONS

From: Department of Health and  
Social Development,  
270 Osborne Street, North  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

1. Can your Baby Hear?
2. Children Need all the Help They Can Get
3. Colds
4. Community Living
5. Diarrhoea
6. Head Lice
7. Impetigo
8. Immunization
9. Infectious Hepatitis
10. Pneumonia
11. Protect by Immunization
12. R.H. Factor
13. Rabies
14. Scabies
15. Some Questions About V.D.
16. T.B. - the Facts
17. This is Mr. T.B. germ
18. V.D.
19. V.D. What You Should Know
20. V.C. Poster
21. What everyone Needs to Know About T.B.
22. What You Should Know About Rabies

Also:

V.D. Handbook

P.O. Box 1000, Station G.

Montreal 130, Quebec

- 25¢ for the first copy (10¢ for each additional copy)

387

UNIT IV

ITEM D. - Effects of Tobacco, Alcohol and Drugs

415

Subject: Harmful Effects of Tobacco

Objective: To be aware of the hazards of tobacco as a result of excessive use.

Format of  
Activities:

Activities

1 - 3: Harmful Effects of Tobacco

Source: Adult Basic Education in New Mexico: Personal Growth Curriculum

Unit IV, p. 55, Topic I, Activities 1 - 3

Time: 30 minutes

Conclusions: As appropriate

Related

Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum  
p 58
2. Department of Health and Social Development  
270 Osborne Street North  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824
3. Alcohol and Drug Education Service,  
107 Christie Building,  
249½ Notre Dame Avenue,  
Winnipeg, Manitoba  
Telephone: 942-2907

Origin: 1. Adult Basic Education in New Mexico: Personal Growth Curriculum

UNIT IV

ITEM D.

L16

Subject: Harmful effects of Alcohol

Objective: To be aware of the hazards of excessive amounts of alcohol.

Format of  
Activities:

Activities

1 - 3: Harmful Effects of Alcohol

Source: Adult Basic Education in New Mexico: Personal Growth Curriculum

Time: Unit IV, p 55, 56, Topic II, Activities 1 - 3  
50 minutes

Conclusions: As appropriate

Related  
Materials:

1. Adult Basic Education in New Mexico: Personal Growth Curriculum  
p 58
2. Department of Health and Social Development  
270 Osborne Street North  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824
3. Alcohol and Drug Education Service,  
107 - 249½ Notre Dame Avenue,  
Winnipeg, Manitoba  
R3B 1N8  
Telephone: 942-2907

Origin: 1. Adult Basic Education in New Mexico: Personal Growth Curriculum

UNIT IV

ITEM D.

417

Subject: Drinking Problems

Objective: To determine methods of handling drinking problems.

Format of  
Activities:

Activity 1: Handling Drinking Problems

Source: Life Skills Coaching Manual, p 229 - 242

Activity 2: Speaker from Alcohol and Drug Education Service

Activity 3: Speaker from Al-Anon and Alateen Family Groups,  
726 - 416 Main Street, Winnipeg, Manitoba, R3B 1A9  
Telephone: 943-6051

Activity 4: Speaker from Alcoholics Anonymous, 204-457 Main Street, Winnipeg, Manitoba  
Telephone: 942-1462  
R3B1B5

Activity 5: Speaker from Alconolic Family Services Inc., 294 Ellen Street,  
Winnipeg, Manitoba, R3A 1A9  
Telephone: 942-5179

Activity 6: Speaker from Alcoholism Foundation of Manitoba

Winnipeg - 124 Nassau Street North  
Winnipeg, Manitoba R3L 3H1  
Telephone: 453-1044

Thompson - Cyril de Courcay  
#18 - 135 Nickel Road,  
Thompson, Manitoba R8N 0Y6  
Telephone: 778-7629

Brandon .. Ed Ludwig  
343 - 7th Street,  
Brandon, Manitoba R7A 3S7  
Telephone: 737-0729

Drinking Problems continued.

Related

Materials:

1. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba R3C 0V8  
Telephone: 946-7824
2. Alcohol and Drug Education Service,  
107 - 249½ Notre Dame Avenue,  
Winnipeg, Manitoba R3B 1N8  
Telephone: 942-2907

Origin:

1. Life Skills Coaching Manual

UNIT IV

ITEM D.

418

Subject: Harmful Effect of Narcotics

Objective: To be aware of the hazards of overuse of drugs.

Format of  
Activities:

Activities Harmful Effects of Narcotics

1 - 4: Source: ABE...etc.  
Unit IV, p 56, Topic III, Activities 1 - 4

Activity 5: Speaker from Alcohol and Drug Education Service  
107-249½ Notre Dame Avenue, Winnipeg Manitoba R3B 1N8  
Telephone: 942-2907

Activity 6: Speaker from Drug Education Unit, Student Personnel Services,  
204-1181 Portage Avenue, Winnipeg, Manitoba R3C 0V8  
Telephone: 786-6215  
Speakers available throughout the province.

Activity 7: Speaker from Canadian Medical Association (Manitoba Division)  
2nd Floor 201 Kennedy Street. Winnipeg, Manitoba R3C 1S8  
Telephone: 947-0421

Requests for medical Personnel to speak on the medical aspects of drugs and their use and abuse should be made in writing to Dr. Wehner

Related

Materials:

1. ABE...etc.
2. Department of Health and Social Development,  
270 Osborne Street North, Winnipeg Manitoba R3C 0V8  
Telephone: 946-7824
3. Alcohol and Drug Education Service, 107-249½ Notre Dame Avenue  
Winnipeg, Manitoba R3B 1N8  
Telephone: 942-2907

UNIT IV

ITEM D.

BIBLIOGRAPHY

EFFECTS OF TOBACCO, ALCOHOL and NARCOTICS

FREE PUBLICATIONS:

TOBACCO

1. Am I an Exemplar?
2. RX - No Smoking
3. Smoking and Health
4. So - I'm Living Dangerously
5. Cancer Facts for Men
6. Cancer Facts for Women
7. A Clear Look at Cancer
8. Answers to Questions about Cancer

From: The Department of Health and Social  
Development.

270 Osborne Street North

Winnipeg, Manitoba

R3C 0V8

Telephone: 946-7824

ALCOHOL

1. Alcoholism
2. Facts About Alcohol

NARCOTICS

1. Cosmetics
2. Drugs - Handle with Care
3. Facts About Amphetamines
4. Facts About Barbituates
5. Facts About Cannabis
6. Facts About LSD
7. Facts About Opiates
8. Facts About Solvents
9. Facts About Tranquillizers
10. Facts for Parents
11. Food and Drug Consumer's Handbook

BIBLIOGRAPHY continued.

Effects of Tobacco, Alcohol and Narcotics.

ALCOHOL

1. About ADES
2. ADES - Open letter to the Premier of Manitoba
3. Alcohol and Alcoholism Education: Attitude Development and Change
4. Alcohol and Road Safety
5. Clues for Parents About Alcohol and Drugs
6. Discussing Liquor Advertising and More
7. Drinking Among Indian Youth
8. Guide for the Family of the Alcoholics
9. I Learned to Live with an Alcoholic
10. Thinking About Drinking

From: The Alcohol and Drug Education Service,  
107-249½ Notre Dame Avenue,  
Winnipeg, Manitoba  
R3T 0K9  
Telephone: 942-2907

NARCOTICS

1. The Church and Alcohol-Drug Problems
2. Drugs of Abuse
3. Education and the Drug Question
4. Eight Statements on Drug Education today
5. Handbook for Parents About Drugs
6. Human Relations and Drugs
7. Facing Moral Issues in the Drug Debate
8. Marijuana: Our Present Knowledge
9. Nine Pages on Cannabis Policy
10. Our Growing Understanding of the Nature of the Drug Challenge
11. Parent's Guide to Drug Abuse
12. Parents and Today's Drug Scene
13. Quotations for Use in Drug Education
14. Real Dope of Pot
15. Substance - Use and Abuse
16. Ten Points for Parents Perplexed About Drugs

Note: Order the desired quantity and keep them in a consumable display.

AUDIO-VISUALS ABOUT OURSELVES

(and Alcohol and Drugs).

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For Grades VII to IX

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Some Suggestions

1. Use audio-visuals to appeal to the imagination and to create the climate for open and free discussion.
2. Centre attention upon persons and their potential.
3. Preview audio-visuals before using them so that you know the material and have some plan for effective use.
4. Please limit your order to two items at one time. Give us a brief report about the showing(s). Return promptly.

\*

\*

\*

Alcohol and Drug Education Service  
107 Christie Bldg. 249½ Notre Dame Ave.  
Winnipeg, Man. R3B 1N8 Ph. 942-2907

Nov. 1971

## AUDIO-VISUALS FOR GRADES VII TO IX

Alcohol and Inhibitions. Set of 20 colored transparencies with script and teaching-learning guide. An open-ended approach that probes understanding in terms of facts, feelings, thinking, values and action; and with a particular interest in motivations. (1968-69)

Alcohol and Leisure. 35mm filmstrip, color, 57 frames, LP record, 18 mins. on alcohol, 60 frames and 18 mins. on leisure. Deals largely with attitudes.

Alcohol and Your Health. 35mm filmstrip, color, 44 frames, LP record, 15 mins. Treats alcohol as a depressant, explains immediate and cumulative effects, and also tragic possibilities of urwise use.

A New Look at the Old Sauce. 35mm filmstrip, color, 130 frames, script, LP record, 20 mins. Can be used as a unit over several classroom periods or meetings. Five main topics are covered - (1) alcohol in history, (2) alcoholic drinks and their effects, (3) drinking and driving, (4) why people drink or abstain, and (5) problem drinkers and alcoholics. A popular and effective aid. (1965)

Anxiety. 35mm filmstrip, color, 44 frames. Sound mental health rules.

Drugs and the Nervous System. Film, color, animated, 18 mins. Beginning with aspirin the film tells about marijuana, LSD, and heroin. Despite some inaccuracies about the latter drugs the film is based on the idea of sound medical use of drugs. Note - a discussion of the weak points of the film as well as of the fine points should prove enlightening. (1967)

Drugs in our Society. 35mm filmstrips, color, records. RX-NOT FOR KICKS - 56 frames, 9 mins. - on prescription drugs, benefits of proper use, hazards of misuse. NARCOTICS; USES AND ABUSES - 52 frames, 10 mins. - opiate addiction. MARIJUANA: A FOOLISH FAD - 53 frames, 10 mins. - effects in terms of temporary thrill and long-range detriment as escape. LSD - WORTH THE RISK? - 62 frames, 13 mins. (1969)

"I Think". Film, color, 19 mins. "Through Linda's story the film reviews the influencing forces which help to determine a young child's attitudes and behavior, including advertising, expectations of parents, school and friends, and most important, expectations of self. Without help from her mother, and knowing how her friends feel, ten-year-old Linda is forced to make an uncomfortable choice, 'What do I think?' Drugs are not mentioned; this is a 'drug film' in the broad context of how people's attitudes about themselves and others determine their actions." (NCCDE evaluation) (1970)

Learning About Drugs. 4 35mm filmstrips, color, 2 LP records, guide, a McGraw-Hill production with Addiction Research Foundation of Ontario as consultant. (1) Introduction to Drugs. (2) Hallucinogens. (3) Alcohol and Tobacco. (4) Stimulants and Depressants. (1970)

Narcotics - The Inside Story. Film, color, 12 mins. (Better title would be Drugs - the Inside story.) Somewhat similar to "Drugs and the Nervous System". It uses the five senses and the central nervous system through which to focus on drug effects. (1967)

Of Cats and People. 35mm filmstrip, Black and white, 45 frames, script and guide. Unhealthy drinking is portrayed through the famous experiment with cats and alcohol.

Personal Relationships. 35mm filmstrip, color, 44 frames.

The Argument. Film, color, 3½ mins., by Addiction Research Foundation. Heated argument by mother and son over marijuana...a great place to begin to bridge the "generation gap". (1969)

The Curious Habits of Man. Film, color, 13 mins., by Addiction Research Foundation of Ontario. An adult party is observed by a sensitive boy whose attention is divided between a wild life nature program on TV and the behaviour of guests as drinking continues. He sees some very amusing parallels between the bird and animal behaviour on TV and the party-ing adults. Top discussion film. (1968)

The Summer We Moved to Elm Street. Film, color, 29 mins., by National Film Board. A beautiful film that sensitively explores the world of inner feelings and social relationships of a child across whose life the darkening shadow of a problem-drinking father is falling. We think that thoughtful appreciation and meaningful discussion of this story (which is real life in hundreds of thousands of homes in Canada) is possible by all age groups, especially if the teacher or leader knows why he has chosen to use this film educationally.

The Ultimate High. Film, color, animated, 5 mins., a Student Productions for the Addictions Research Foundation of Ontario. Humor is used to present a message about zealous non-medical drug use, and we think the effort succeeds beautifully. A catchy musical background, very little dialogue, unpolished art and the appeal to imagination should really open up discussion at levels of feelings and values. (1971)

To Your Health. Film, color, animated, 10 mins., by WHO. Made in 1956 and still outstanding today! Shows both traditional social use of alcohol and damaging misuse by consumers of hazardous amounts and by alcoholics. Factually sound. Brilliant animation.

Understanding Alcohol. 35mm filmstrip, color, 52 frames, script, record, 12 mins., is an adaptation of the film "To Your Health" by the Addiction Research Foundation. (1964)

Us. Film, color, 9 mins., Canadian. Talented photographer and producer do a fast sequence of many shots which show the rush, the driven people, crying human needs, inhumanity....etc., etc.... in today's world as seen through the eyes of one lonely (stoned) young person. Great for stimulating discussion. (1970)

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DISCO-TEACH. Disco-teach is an educational program in which popular songs are presented in a classroom situation in such a way that students will be stimulated to discuss the messages contained in the songs, as well as their projected meanings. Each album consists of an LP record with teacher's and discussion leader's guide.

Album #1. Songs included - Look what they done to my song, ma;  
Teach your Children;  
Fire and Rain;  
El Condor Pasa; and  
See Me, Feel Me.

Album #2. Songs included - My Sweet Lord;  
Beautiful People;  
Hang on to Your Life;  
Amazing Grace; and  
Have You Ever Seen the Rain?

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**BEST COPY AVAILABLE**

**AUDIO-VISUALS ABOUT OURSELVES  
(and Alcohol and Drugs).**

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**For Grades X to XII and Adults**

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**Some Suggestions**

- 1. Use audio-visuals to appeal to the imagination and to create the climate for open and free discussion.**
- 2. Centre attention upon persons and their potential.**
- 3. Preview audio-visuals before using them so that you know the material and have some plan for effective use.**
- 4. Please limit your order to two items at one time. Give us a brief report about the showing(s). Return promptly.**

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**Alcohol and Drug Education Service  
107 Christie Bldg. 249½ Notre Dame Ave.  
Winnipeg, Man. R3B 1N8 Ph. 942-2907**

**Nov. 1971**

399

## AUDIO-VISUALS FOR GRADES X TO XII AND ADULTS

Alcohol: A Dilemma for Youth. 35mm filmstrip, color, 130 frames, script, guide, LP record, 22 mins., by United Methodist Church in U.S. Confrontation effect as actual voices of youth and adults reflect the perplexing issue of youth and alcohol in our society today. (1967)

Alcohol: Use and Misuse. Set of 20 colored transparencies with script and teaching-learning guide. An open-ended approach that probes understanding in terms of facts, feelings, thinking, values and action; and with a particular interest in motivations. (1968-69) Others in this series include -

Dangerous Drugs: Situations of Use.

Hallucinogenic Drugs.

Dynamics of Choice Involving Mood & Behaviour Modifiers.

Can You Take It? Film, color, 12½ mins. Canadian authority, Dr. R. Gordon Bell, discusses tolerance to alcohol and how it can vary from person to person. He marks out the difference between a social drinker and an alcoholic. He discusses what is too much alcohol for whom, and the physical, mental and social effects of over-use. (1971)

Crisis House. Film, color, 22 mins. Inmates and staff of a counselling-treatment centre (Crisis House) are shown in rap sessions in which they reveal their troubles, anxieties and aspirations. Discussions range beyond drug experiences to concerns about personal identity, parents, peer pressures and other matters troubling young people today. (1970)

David: Profile of a Problem Drinker. Film, B & W., National Film Board, 30 mins. A young man of promise follows the step-by-step descent from social drinker to alcoholic. Resulting chaos in relationships and work is seen through the wife's report to the doctor to whom David goes for help. (1957)

Escape from Addiction. Film, color, 27½ mins. Canadian authority Dr. R. Gordon Bell, gives a broad view of addiction as it relates to alcohol, narcotics and other drugs. He defines the problem and suggests approaches to recovery. His "chalk talk" technique helps to put across the addiction story in medically sound but easily understood language. (1971)

For Those Who Drink. Film, B & W, 3 reels, each 27 mins. Dr. R. Gordon Bell discusses drinking patterns, especially those that lead to serious trouble. Reel #1 - physiological aspects of problem drinking. Reel #2 - psychological. Reel #3 - social. (1960)

Hide and Seek. Film, color, 14 mins. Tell's a boy's personal story as a heroin addict. Its points about steady physical and mental deterioration, alienation, and divorce from the normal world take on new significance today in the face of our growing incidence of youthful heroin addicts. (1966)

How Safe Am I? Film, B & W., 20 mins. Dr. R. Gordon Bell, one of Canada's top authorities on alcoholism, fields questions from a group of young people. They ask about effects of alcohol, reasons for drinking and abstaining, alcoholism, etc. (1963)

"I Think". Film, color, 19 mins. "Through Linda's story the film reviews the influencing forces which help to determine a young child's attitudes and behaviour, including advertising, expectations of parents, school and friends, and most important, expectations of self. Without help from her mother, and knowing how her friends feel, ten-year-old Linda is forced to make an uncomfortable choice, 'What do I Think?' Drugs are not mentioned; this is a 'drug film' in the broad context of how people's attitudes about themselves and others determine their actions." (NCCDE evaluation) (1970)

Point Zero Eight. Film, B & W, 30 mins., CTV. Driving performance of top Canadian racing drivers is tested before and after drinking. Says one judge, "The results were dramatic...changes in driving ability were shown in all drivers at levels between .04 and .08%" (1966)

The Argument. Film, color, 3½ mins., by Addiction Research Foundation. Heated argument by mother and son over marijuana..a great place to begin to bridge the "generation gap". (1969)

The Curious Habits of Man. Film, color, 13 mins., by Addiction Research Foundation of Ontario. An adult party is observed by a sensitive boy whose attention is divided between a wild life nature program on TV and the behaviour of guests as drinking continues. He sees some very amusing parallels between the bird and animal behaviour on TV and the party-ing adults. Top discussion film. (1968)

The Drug Puzzle. An educational unit which includes a four-part LP record, a resource/study book (Putting the Pieces Together), a questionnaire (Drug Knowledge Inventory), and a drug chart. The record - (1) Hope for the Heroin Addict, (2) LSD - Exploring Inner Space, (3) Marijuana - Sounds of the Scene, and (4) Facts vs. Fancy. By the United Methodist Church, U.S. (1970)

The Mindbenders. Film, color, 26 mins. A calm examination - by means of users, episodes in drug experiences, and comments of several knowledgeable psychiatrists - of the potential therapeutic uses and known hazards of LSD and other hallucinogens. (1968)

The Summer We Moved to Elm Street. Film, color, 29 mins., by National Film Board. A beautiful film that sensitively explores the world of inner feelings and social relationships of a child across whose life the darkening shadow of a problem-drinking father is falling. We think that thoughtful appreciation and meaningful discussion of this story (which is real life in hundreds of thousands of homes in Canada) is possible by all age groups, especially if the teacher or leader knows why he has chosen to use this film educationally.

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\*\*\*\* Understanding Alcohol. 35mm filmstrip, color, 52 frames, script, record, 12 mins., an adaptation of the film, "To Your Health", by the Addiction Research Foundation. (1964)

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What's Yours? Film, B & W, 30 mins., CBC for Manitoba School Broadcasts. A group of high school students discuss prevailing attitudes to drinking and alcoholism. Comments are given by a psychiatrist, police officer, rehabilitation worker, and an A.A. member. (1967)

"You Gotta Even Open Your Eyes". 35mm filmstrip, color, 2 parts - 183 frames, 23 mins., LP record, script and leader's guide. Based on actual happenings - a look in depth at Donnie and Fran who tell their own story of how and why they got involved with drugs and the drug scene. Filmstrip moves very quickly and it might be wise to use it through two showings, one for each part, followed by discussion. (1969)

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**DISCO-TEACH.** Disco-teach is an educational program in which popular songs are presented in a classroom situation in such a way that students will be stimulated to discuss the messages contained in the songs, as well as their projected meanings. Each album consists of an LP record with teacher's and discussion leader's guide.

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Album #3. Songs included - My Sweet Lord;  
Beautiful People;  
Hang on to Your Life;  
Amazing Grace; and  
Have You Ever Seen the Rain?

- - - - -

<u>LP Records</u>	"Who is the Alcoholic?" " Women Be Women" "God Isn't Dead"	} } }	Featuring Gertrude Behanna, author of "The Late Liz", now a movie.
	"Drug Use Among Youth" "Alcoholism" "Emotional Problems in Adolescents"	} } }	Series of Psychiatric Consult- ations by Hoffuan-Roche Ltd.

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Tapes. Inquire for list of available tapes.

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## NOTE FOR LEADERS OF CHURCH GROUPS.

On the preceding pages are a number of items that can be useful in programs in the church. To mention a few:

ALCOHOL: A DILEMMA FOR YOUTH. 35mm filmstrip.  
 CAN YOU TAKE IT? Film, 12½ mins.  
 ESCAPE FROM ADDICTION. Film, 27 mins.  
 FOR THOSE WHO DRINK. Series of 3 films, each 27 mins.  
 HIDE AND SEEK. Film, 14 mins.  
 "I THINK". Film 19 mins.  
 POINT ZERO EIGHT. Film, 30 mins.  
 THE ARGUMENT. Film, 3½ mins.  
 THE CURIOUS HABITS OF MAN. Film, 13 mins.  
 THE DRUG PUZZLE. Package with record, guide, etc.  
 THE SUMMER WE MOVED TO ELM STREET. Film, 29 mins.  
 TO YOUR HEALTH. Film, 10 mins.  
 US. Film, 9 mins.  
 YOU GOTTA EVEN OPEN YOUR EYES. 35mm filmstrip.  
 DISCO-TEACH. 2 albums of songs.

Also available, but listed elsewhere -

A NEW LOOK AT THE OLD SAUCE. 35mm filmstrip.  
 DEALING WITH CONFLICT, 35mm filmstrip.  
 DRUGS AND THE NERVOUS SYSTEM. Film, 18 mins.  
 LET'S TALK ABOUT DRUGS. 35mm filmstrip.  
 RANDY. 35mm filmstrip.  
 THE STRAY. Film, 12 mins.

Not listed elsewhere -

A Curious Kind of Silence. 35mm filmstrip, color, 138 frames, guide, script, LP record, 20 mins. by United Methodist Church, U.S. A documentary on the struggle of a Hammond, Indiana, congregation to deal effectively with alcohol problems in the congregation and community. Tells it "as it is". (1968)

Christians Face the Drug Problem. 35mm filmstrips, color, script, LP record - (1) Glue-sniffing and pills, 54 frames, 12 mins.; and (2) Marijuana and LSD, 57 frames, 14 mins. (1968)

The Churches and Alcohol Problems. Film, B & W, 23 mins., by United Methodist Church, U.S. A provocative survey of people's use of alcohol and the role of churches relative to drinking and problems. Alcohol means many things to many people; some church people understand this better than others. (1968)

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## ALCOHOL AND DRUG EDUCATION SERVICE

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September 1972 supplement to our lists of audio-visuals issued in November 1971 for Grades IV to VI, for Grades VII to IX, and for Grades X to XII and Adults.

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Alcohol - How Much is Too Much? 16mm film, color, 11 mins., AIMS, 1972. Accurate information about the effects of alcohol on body, mind and behaviour; and alternating between social and controlled use and apparent over-use. Repeatedly the question is asked, How much is too much? This invites discussion of motives for use and for misuse. What is control by the user of alcohol? What is control by the beverage of the user? Grades IV to VI, Junior and Senior High and Adults.

Almost Everyone Does. 16 mm film, color, 14½ mins., Wombat Productions Ltd., 1970. A boy, pensive and eager, starts this film on a brief exploration of how people learn to handle their feelings, good and bad. The series of scenes from an 'average' middle class home include father's after work martini, parents smoking, conversation among neighbours, and mother taking a pill to relax. The film illustrates such non-drug alternatives as riding a bike, reading, talking, fishing, and playing a silly game. Recommended as a discussion-starter. Grades IV-VI, Junior & Senior High, & Adults.

A Snort History. 16mm film, color, 6½ mins., Colorado Department of Health, 1971. A brief, entertaining soft-sell short on drinking and driving. Combines photography (Jeep travelling through Rocky Mountains) with animated cartoons and string band music to give a rapid survey of man getting around by walking, chariot, bicycle and motor car; and illustrates the hazards of each when alcohol is added to the situation. Junior and Senior High and Adults.

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Best Friends. 16mm film, color, 6 mins., teacher's guide, NFB, 1971.

An animated cartoon with an entertaining style that dramatizes the adverse effects of cigarette smoking upon heart and lungs, every person's 'best friends'. Obvious audience is Grades I to VI; but older persons may enjoy and profit from it.

Drugs and the Nervous System. Revised 1971. 16mm film, color, animated, 18 mins., Churchill Films. This film is grounded in the belief that drugs should be used carefully and under medical supervision. Beginning with the use of aspirin it goes on to give warnings about the non-medical use of marijuana, LSD, and heroin. Grades IV to VI, VII to IX, and adults.

Drugs - A Primary Film. 16mm film, color, 9 mins., teacher's guide, Arthur Barr Productions Inc., 1972. Situations familiar to children are used to encourage discussion of the proper use of drugs by the doctor and at home. The danger of misuse is shown by a girl who eats a whole bottle of aspirin and must have emergency hospital help. Film emphasizes positive attitudes needed for a rich and healthy life. Grades I to VI.

Fly Geese Fly. 16mm film, color, 10 mins., Dan Gibson Productions Ltd., 1971. Nature-photographer Dan Gibson and his family raise three wild geese. The attraction of the geese to the children and of the children to the geese is highlighted in action which shows how the geese were taught to fly and to follow the family speed boat. Any audience of children, youth and adults.

King Size. 16mm film, color, 7 mins., teacher's guide, NFB, 1968. An animated cartoon that delightfully counteracts cigarette advertising by poking fun at smoking and showing the unpleasant aspects of the smoking habit. Concerned with basic attitudes. Made for audiences at Grade IV to VI level.

Smoker's Lungs. 16mm film, color, 13½ mins., NFB, 1971. Dr. D. Thompson, pathologist at Toronto General Hospital, traces, with the aid of a series of photographs and micro-photographs, the development of lung cancer. A semi-technical presentation. Senior High, Adults and Professional Groups.

The Drag. 16mm film, color, 9 mins., teacher's guide, NFB, 1965. An animated cartoon with a swinging musical accent directed at young people and illustrating the psychology of the smoking habit, hopefully to discourage use. Junior & Senior High and Adults.

The Drug Bug. 16mm film, color, animated, 10 mins., WHO, 1971.  
Based on a La Fontaine fable, the film shows how 'speed' (amphetamines) can begin by helping and end by hurting those who take them. The hero is a frog who falls in love with a vain little girl frog who only goes on loving him when he can perform unusual feats on the guitar or in sports. He is forced to rely on 'the needle' in order to stand up to such competitors as the bear and the ox. The end is tragic for Froggy. The film's imaginative style should hold the interest of any audience.

The Fish. 16mm film, color, animated, 7½ mins., Prague Film Studio, 1971. A wish fulfilled does not always bring happiness. A fisherman who has always dreamed of a big haul at last reels in the catch of a lifetime. The huge fish accompanies him home not as a trophy but as a guest. As the fish becomes greedier and more demanding the host and his wife plot to get rid of the unwelcome guest. This humorous folk story should delight any audience, leading to discussion of any number of people-themes.

What is Smoke? 35mm filmstrip, color, 45 frames with captions, teacher's guide and script, NFB, 1971. Provides information about the constituents of smoke, the pollution of the atmosphere by smoke, and more specifically the effect of cigarette smoke on smokers (and others). Junior & Senior High, and Adults.

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January 1973 Supplement - AUDIO-VISUALS ABOUT OURSELVES  
(and Alcohol and Drugs).

**CLAUDE** 16mm. film, color, animated, 3 mins., Pyramid, 1965.  
Claude is a small and silent boy who carries around a box to which he keeps adding dials, antennae, etc. Throughout the film Claude's father keeps telling his son, "Claude, you'll never amount to anything." From the mother the refrain is, "Can't you do anything, Claude?" Claude says nothing, but in the end he turns the dials on his box and his parents disappear into thin air. (Any number of themes re persons and persons-relations may launch classroom or group dialogue; early grades through to adults.)

**DETOXICATION PROGRAM** 16mm. film, color, 30 mins., Addiction Research Foundation (Ontario), 1972. This film is a part of an information kit developed to encourage the formation of a network of "detox" units in Ontario communities. (In Manitoba our need is similar!) The film follows a person who is drunk - from arrest to jail to court to release, the "revolving door syndrome". Next the film presents some carefully-researched alternative approaches based on "social health concepts. This comes across from an administrator of a large city hospital, a medical director, a police inspector, and directors respectively of a Toronto detox. unit and a Toronto halfway house. Follow-up care is stressed. (High school, adults, and special audiences, health and social work professionals, police, Alcoholics Anonymous, ministers, priests, etc.)

**EVERY NIGHT IS SATURDAY NIGHT** 16mm. film, color, 8 mins., Addiction Research Foundation (Ontario), 1972. This film consists of a series of shots of an Emergency Department in a Metropolitan Toronto Hospital. It focuses upon the admittance and care of an intoxicated person, and concludes with his discharge, while still intoxicated. There is no commentary in the film. A companion piece to DETOXICATION PROGRAM. (Good as a discussion starter. High school, adults, and special audiences, as for DETOXICATION PROGRAM.)

**THE AUDITION** 16mm. film, color, 10 mins., Counterpoint film, 1972. Features TV star Don Grady (formerly of the "My Three Sons" series) in an unusual role of a young actor who must audition for a part in a darkened theatre, under the demanding direction of a mysterious, unseen voice. He struggles to display various emotions, but is finally dismissed for his inability to perform satisfactorily. The climax of the film takes on a surrealistic dimension when the director finally reveals himself. (Provocative...ambiguous...open-ended...a natural for a sustained discussion of themes of enduring human worth. Junior High through to adults. N.B... for 1973 use of this film limited to Winnipeg area and with certain conditions.)

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THE HOUSE THAT JACK BUILT. 16mm. film, color, animated, 8 mins., NFB, 1967. Humorous cartoon about that fellow we all know - who builds his house in the best suburb he can afford and then aches to be somewhere else. He has a picture bride, a picture window, a garden pretty as a "Home and Gardens" picture. But then so does everyone else. He wants something special and, like Jack and the Beanstalk, he finally gets it. (As a story the film should appeal to all age groups; but discovery of its meaning will depend upon age of viewers, their experience in sharing themselves and their impressions, and the skill and imagination of the discussion leader.)

THE STRAY 16mm. film, color, 12 mins., TeleKETICS Film Series, 1970. A parable for the very young and the young-at heart. Story - a group of children visit the San Diego Zoo and one of them gets lost. In the interaction of the driver, the children and the animals we have a contemporary adventure full of fun and fantasy, illumined by the ageless truth of love, human and divine. (Such topics as being lost, being cared for, friends, the group, etc. etc. readily come forward for conversation of very young to adults.)

UP IS DOWN 16mm. film, color, animated, 6 mins., Pyramid Films, 1970. About a boy who walks on his hands and who not only looks different but he can see things differently, e.g. from his upside-down position he sees hostile frowns as smiles. But other folks are uncomfortable in his presence, and they seek to change him - to make him "see things our way." They don't succeed; and if you ask why, that really sets up discussion. (Film invites discussion of some of the central themes of our times - the meaning of being a person among other persons, society, tolerance, conformity, etc., etc. Junior\_high to adults.)

WHITE THROAT 16mm. film, color, 10 mins., Dan Gibson Productions, 1970. The white throated sparrow, or Canada Bird, has well earned its title as 'minstrel of the forest'. This beautiful film reinforces the claim. Photographed in the forest, without evident intrusion of man, white throat is seen and heard against the sound and movements of other song birds, frogs, wolves, beaver, loon and ducks. (A treat and for all ages!)

WORLD OF THE WEED 16mm. film, b/w, 21 mins., Indiana University, 1968. "A history of the original use of the 'weed' in the Orient (over 4500 years ago), its travels to other parts of the world, the derivatives of marijuana that have come into use, and the legal and moral problems associated with its use. By effective use of photographs and drawings the film shows the evolution of the plant in the U.S. and how its use led to present confusion and controversy; and efforts of the UN to outlaw it worldwide. (N.B. To bring film right up-to-date one needs to be acquainted with the Cannabis Report of 1972 of the Le Dain Commission. High\_School, University and Adults.)

UNIT IV

ITEM E. - Use of the Local Health Department

419

Subject: Services Provided

Objective: To be aware of the services offered by the local health department.

Format of  
Activities:

Activities

1 - 15: Services Provided by the Health Department

Source: ABE...etc.

Unit V, p 59 - 61, Topic I, Activities 1 - 15  
Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.  
p 63
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM E.

420

Subject: Emergency First Aid

Objective: To learn and practise Emergency First Aid.

Format of  
Activities:

Activity 1: St. John's Ambulance First Aid Course

Source: St. John's Ambulance

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba.  
R3C 0V8  
Telephone: 946-7824

Origin:

1. St. John's Ambulance Course

BEST COPY AVAILABLE

UNIT IV  
ITEM E.

BIBLIOGRAPHY  
LOCAL HEALTH DEPARTMENT

FREE PUBLICATIONS

From: Department of Health and Social  
Development.

1. Your Provincial Public Health Nurse

270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Note: Order desired quantity and keep them in a consumable display.

UNIT IV

ITEM F. - Home Safety Measures

421

Subject: Use and storage of poisonous materials

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 6: Use and Storage of Poisonous Materials

Source: Abe...etc.

Unit VI, p 64-5, Topic I, Activities 1 - 6

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

p 72

2. Department of Health and Social Development,

270 Osborne Street North,

Winnipeg. Manitoba

R3C 0V8

Telephone: 946-7824

Origin:

1. ABE...etc.

UNIT IV  
ITEM F.

422

Subject: What to do if poison is taken.

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 4: What to do if Someone Takes Poison.

Source: ABE...etc.

Unit VI, p 54, Topic II, Activities 1 - 4

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.  
p 72
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

423

Subject: Prevention of fire-based accidents

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 4: The Prevention of Accidents Caused by Fire

Source: ABE...etc.

Unit VI, p 65-6, Topic III, Activities 1 - 4

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

p 72

2. Department of Health and Social Development,  
270 Osborne Street North.

Winnipeg, Manitoba

R3C 0V8

Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

424

Subject: Prevention of burns.

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 3: Prevention of Burns

Source: ABE...etc.

Unit VI, p 66-7, Topic IV, Activities 1 - 3

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

p 72

2. Department of Health and Social Development

270 Osborne Street North,

Winnipeg, Manitoba

R3C 0V8

Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

424

Subject: Prevention of burns.

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 3: Prevention of Burns  
Source: ABE...etc.  
Unit VI, p 66-7, Topic IV, Activities 1 - 3  
Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.  
p 72
2. Department of Health and Social Development  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

425

Subject: Accidents caused by falls

Objective: To be aware of the need for safety in the home.

Format

Activities:

Activities

1 - 3: Accidents caused by falls in the home.

Source: ABE...etc. Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba.  
R3C 0V8  
Telephone: 946-7824

Origin:

1. ABE...etc.

UNIT IV

ITEM F.

426

Subject: Preventing cuts and wounds at home.

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activities

1 - 2:

1. Preventing Cuts and Wounds in the Home

Source: ABE...etc.

Unit VI, p 69 - 70, Topic VI, Activities 1 - 2

Time: 50 minutes

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

p 72

2. Department of Health and Social Development,

270 Osborne Street North,

Winnipeg, Manitoba

R3C OV8

Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

427

Subject: Safe Drinking water

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activity 1: Safe drinking water  
Source: ABE...etc.  
Unit VI, p 69, Topic VII, Activity 1.  
Time: 50 minutes

Activity 2: Discussion on pamphlets from the Department of Health and Social  
Development

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.  
p 72
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV  
ITEM F.  
428

Subject: Safe Food

Objective: To be aware of the need for safety in the home.

Format of  
Activities:

Activity 1: Safe Food

Source: ABE...etc.

Unit VI, p 69-70, Topic VIII, Activity 1.

Time: 50 minutes

Activity 2: Discussion on pamphlets from the Department of Health and Social Development.

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.
2. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Origin: 1. ABE...etc.

UNIT IV

ITEM F.

429

Subject:           Miscellaneous safety hazards

Objective:         To be aware of the need for safety in the home.

Format of

Activities:

Activity 1:       Miscellaneous safety hazards

Source:   ABE...etc.

Unit VI, p 70, Topic IX, Activity 1.

Time:     50 minutes

Conclusions:    As appropriate

Related

Materials:

1.   ABE...etc.

p 72

2.   Department of Health and Social Development,

270 Osborne Street North,

Winnipeg, Manitoba

R3C OV8

Telephone: 946-7824

Origin:         1.   ABE...etc.

UNIT IV

ITEM F.

BIBLIOGRAPHY  
HOME SAFETY MEASURES

FREE PUBLICATIONS

1. Accidents
2. Carbon Tetrachloride
3. First Aid
4. Guide for Child Safety
5. Guide for Home Safety
6. Have You a Safe Water Supply?
7. Home Safe Home
8. Home Water Supply
9. Housekeeping
10. How Safe is Your Home?
11. Is Your Drinking Water Safe?
12. Keep Residues of Drugs and Pesticides  
Out of Milk
13. Keep Them Safe
14. Lock Up
15. Never Never Be A Dodo
16. Poison
17. Prevent Food Poisoning
18. Sanitation Guide for Campers
19. Septic Tank
20. Selecting the Right Toy for the  
Right Child
21. Some Ways to Prevent Sickness
22. Spring Clean-Up
23. Storage for Garbage
24. Vacation-Wise
25. Well Water Blue Babies

From: Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

Note: Order the desired quantity and keep them in a consumable display.

420

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**UNIT V**

**UNIT V**

**COMMUNITY and LEISURE**

UNIT V

ITEM A. - Social Agencies and Their Services

501

Subject: Legal Aid

Objective: To be aware of the services offered by Legal Aid.

Format of  
Activities:

Activity 1: Speaker from Legal Aid,  
200 - 323 Portage Avenue,  
Winnipeg, Manitoba  
Telephone: 943-1563

OR

Isabel Street Neighbourhood Law Centre,  
95 Isabel Street,  
Winnipeg, Manitoba  
Telephone: 942-6131

Conclusions: As appropriate

Related

- Materials:
1. Faryon, W., L. Larson, The Law and You
  2. Chapman, F.A.R., Fundamentals of Canadian Law

Origin: 1. L. M. Larson

UNIT V  
ITEM A.  
502

Subject: Human Rights Commission

Objective: To be aware of the services offered by this agency.

Time: 50 minutes

Format of  
Activities:

Activity 1: Speaker from Human Rights Commission,  
430 Edmonton Street,  
Winnipeg, Manitoba  
Telephone: 942-8521

Activity 2: Discussion on pamphlets from Human Rights Commission

Conclusions: As appropriate

Related

Materials: 1. Faryon, W., L. Larson, The Law and You

Origin: L. M. Larson

UNIT V

ITEM A.

503

Subject: Canada Manpower Centers, Department of Manpower and Immigration

Objective: To be aware of the services offered by this agency.

Format of  
Activities:

Activity 1: Speaker from C.M.C. in local area  
344 Edmonton Street,  
Winnipeg, Manitoba  
Telephone: 985-3563

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Cope Program  
Windsor, Ontario

UNIT V

ITEM A.

504

Subject: Department of Education

Objective: To be aware of the programs available through this department.

Format of  
Activities:

Activity 1: Speaker from the Department of Education or from local school division.

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Cope Program,  
Windsor, Ontario

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UNIT V  
ITEM A.  
505

Subject: Department of Colleges and Universities Affairs

Objective: To be aware of the programs offered through this department.

Format of  
Activities:

Activity 1. Speaker from Department of Colleges and Universities Affairs

Activity 2. Literature on available programs

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: 1. Cope Program,  
Windsor, Ontario

UNIT V  
ITEM A.  
506

Subject: Y.W.C.A., Y.M.C.A., Y.M.H.A.

Objective: To be aware of the services offered by these agencies.

Time: 50 minutes

Format of

Activities:

Activity 1: Speaker from Y.M.C.A., 301 Vaughan, Winnipeg, Telephone: 942-8157

Activity 2: Speaker from Y.M.H.A., 370 Hargrave, Winnipeg, Telephone: 943-6551

Activity 3: Speaker from Y.W.C.A., 447 Webb Place, Winnipeg, Telephone: 943-0381

Activity 4: Discussion on literature from 3 agencies.

Activity 5: Watch for, save and discuss newspaper clippings of services provided by the three agencies.

Conclusions: As appropriate

Related

Materials:

Origin: L. M. Larson

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UNIT V

ITEM A.

507

Subject: Department of Tourism, Recreation and Cultural Affairs

Objective: To be aware of the services provided by this department.

Time: 50 minutes

Format of  
Activities:

Activity 1: Speaker from the Department of Tourism, Recreation and Cultural Affairs.

Activity 2: Discussion on literature from the Department of Tourism, Recreation and Cultural Affairs.

Activity 3: Newspaper clippings on local parks activities - save and discuss.

Conclusions: As appropriate

Related  
Materials:

Origin: 1. L. M. Larson

UNIT V.

ITEM A.

508

Subject: Emergency Measures Organization

Objective: To be aware of the services provided by this organization.

Time: 50 minutes

Format of  
Activities:

Activity 1: Speaker from EMO, 139 Tuxedo Blvd., Winnipeg Telephone: 284-2070

Activity 2: Film by EMO on Winnipeg during the 1950 flood.

Conclusions: As appropriate

Related

Materials: 1. Film - NFB, Winnipeg 1950 Flood

Origin: L. M. Larson

UNIT V  
ITEM A.  
509

Subject: Department of Agriculture

Objective: To be aware of the programs and services offered by this department.

Time: 50 minutes

Format of  
Activities:

Activity 1: Speaker from the Department of Agriculture.

Activity 2: Literature from the Department of Agriculture.

Activity 3: Speaker from the local 4H organization.

Activity 4: Local Agricultural representative as a speaker.

Conclusions: As appropriate

Related  
Materials:

Origin: L. M. Larson

UNIT V

ITEM A.

510

Subject: Women's Liberation

Objective: To be aware of the programs and beliefs of this organization.

Format of  
Activities:

Activity 1: Speaker from the local Women's Liberation

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: Cope Program, Windsor, Ontario

UNIT V

ITEM B. - Use of Leisure Time

511

Subject: Ideas for leisure time.

- Objective:
1. To gather information about leisure time.
  2. To plan and choose a leisure time activity.

Format of  
Activities

- Activity 1.
1. Producing Ideas about Leisure Time.  
Source: Life Skills Coaching Manual  
pp 204 - 12  
Time: 50 minutes

Conclusions: As appropriate.

Related

- Materials:
1. Department of Health and Social Development,  
270 Osborne Street North,  
Winnipeg, Manitoba  
R3C 0V8  
Telephone: 946-7824

- Origin:
1. Life Skills, etc.

UNIT V  
ITEM B.  
512

Subject: Using Leisure Time.

Objective:

1. To identify the need to use leisure time.
2. To realize the value of leisure time as a means of self-expression.
3. To learn to use leisure time to promote personal growth.

Format of  
Activities:

Activities

1 - 11:

Using Leisure Time

Source: Counsellor's Resource...etc.

Unit 15, pp 1 - 2, Activities 1 - 11

Time: 50 - 90 minutes for any one activity.

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's Resource...etc.

Unit 15, p 2

2. Kinney, Jean and Cle. 57 Tests That Reveal Your Hidden Talents  
New York: Hawthorn Books, Inc., 1972

Origin:

1. Counsellor's Resource Book...etc.

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UNIT VITEM B.

512

SELF-CONCEPTSubject: Using Leisure Time

- Objectives:
1. Identifying the need to use leisure time constructively as more time is made available for this.
  2. To realize the value of leisure time as a means of self-expression.
  3. To learn to use leisure time in such a way as to foster personal growth.

Content To provide practical, meaningful group activities to involve the student in a greater realization of the value and use of leisure time.

Summary:

- Activities:
1. What do you commonly do when you have a half hour to an hour free? List three activities.
  2. What are your leisure activities when you have half a day to a full day free? List three activities.
  3. Time Fantasy: Imagine it is the year 2000. What would you do if you worked only three hours per day? Would you be bored? What does this tell you about yourself?
  4. What would you do if you were independently wealthy and could do whatever you wanted with yourself and your time? What does this tell you about yourself?
  5. "Brainstorm" a list of leisure-time activities they enjoy. Go over the list and classify as to those which cost money and those which are free. Is it necessary to spend money to have a good time?
  6. When does leisure-time become work? (Gardening vs. farming, sewing vs. working as a seamstress; partying vs. entertaining on business; cooking vs. being a chef or professional cook; tinkering with cars vs. mechanic; fishing on holiday vs. fishing for a living).
  7. Why have vacations, anyway? What, for you, is the ideal vacation? What does this tell you about yourself?
  8. What does it mean to "commune with nature"? Why is camping becoming more popular?

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UNIT V  
ITEM B.

512 Self-Concept continued.

- Activities:
9. What's the difference between "getting away from it all" to "recharge your batteries" in a peaceful setting and escaping from reality?
  10. What leisure-time activities offset a mood? What leisure-time activities are best done in a particular mood (passive, peaceful hobby vs. something active - chess or chopping wood, building ship models or playing football, curling or racing a snowmobile. etc.)?
  11. What new leisure-time activities are available to you in your home? community? school? (YMCA, church, CMC - fraternal organizations, anti-pollution activities. etc.). What new activities do you suggest for your parents? school? yourself?

- Resources:
- Creative Hands, Cox and Warren, (Wiley).
  - Think of These Things, Krishnamurti.
  - Guinness's Book of World Records, McWhirter (Bantam Books).
  - Gift from the Sea, Anne Morrow Lindbergh.
  - The Complete Book of Games, Clement Wood and Gloria Goodard, (Doubleday).

UNIT V  
ITEM B.  
513

Subject: Learning to Relax

Objective: To identify ways of relaxing.

Format of  
Activities:

Activity 1: Take a survey of the ways in which various people relax.  
- Divide the activities into two main categories:  
a) participant activities (those in which people take an active part).  
b) spectator activities (those in which people watch and do not take an active part).  
  
- Try to draw up a list of activities which would be participant activities but in a smooth entrance approach.

Time: 50 minutes

Activity 2: Resource person from an OFY or LIP project to demonstrate basic Yoga relaxation to the group.

Time: 50 minutes

Conclusions: As appropriate

Related  
Materials:

Origin:

UNIT V

ITEM C. - Community Involvement

514

Subject: Definition of social responsibility.

Objective: To define what is community responsibility.

Format of  
Activities:

Activities

1 - 3: A Definition of Social Responsibility

Source: ABE...etc.

Unit III. pp 151-2, Topic I, Activities 1 - 3

Time: Approximate 50 - 90 minutes on any activity

Conclusions: As appropriate.

Related

Materials: 1. ABE...etc.  
p 154

Origin: 1. ABE...etc.

UNIT V  
ITEM C.  
515

Subject: Cultural environment

- Objective:
1. To be aware of how our social and cultural environment influences behavior.
  2. To examine cultures around the world and throughout history to illustrate how they influence behavior.
  3. To be aware of what our culture means to us.

Format of  
Activities:

Activities

1 - 10: Cultural Environment.

Source: Counsellor's...etc.

Unit 5, pp 1 - 5

Activities 1 - 10

Time: 50 - 90 minutes for any one activity.

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's...etc.

Unit 5, p 6

2. Gorney, Roderic, The Human Agenda  
New York: Bantam Books Inc., 1973.

Origin:

1. Counsellor's...etc.

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UNIT V  
ITEM C.  
 515

SELF-CONCEPT  
UNIT 5

Subject: Cultural Environment

- Objectives:
1. To show how our social and cultural environment influences behavior.
  2. To examine different cultures throughout the world and throughout history to illustrate how they influence behavior.
  3. To appreciate cultural differences for the broadening experience, deeper understanding, and personal enrichment they can bring to us.
  4. To put into perspective, for our own self-awareness and self-realization, what our culture means to us.

Content  
Summary:

This unit involves "a quick trip around the world" from ancient to modern times, pointing out some striking cultural differences to introduce the student to the idea of culture and its effect on behavior and on an individual's self-concept.

Method:

Ancient Civilizations:

1. Hindu (India), practice of Suttee, the wife would jump into the funeral pyre of her deceased husband.
2. Indians (U.S. and Canada) considered death by torture a proper and acceptable way to dispose of enemy warriors. The captive would encourage his tormenters and in so doing prove his courage. Warriors who endured longest were considered very brave. Some tribes would have a ritual feast of the warrior's heart, believing that in consuming his heart they would absorb his courage and bravery.
3. Romans would lie on their side while eating, propped up on one elbow. They would eat as many as seven meals at one time, drinking ipecac, an expectorant which caused them to vomit the previous meal.

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UNIT VITEM C.Self-Concept continued.

4. Egyptians buried their Pharaohs with a boat to transport them through the spirit world, and gold and jewels to pay their way through the next life. To pilot the ship and minister to their needs, the servants and slaves of the Pharaoh were buried with him. The opera Aida describes how Aida was buried alive with the man she loved, a common practice in ancient Egypt.
5. Aztecs of the Yucatan, Mexico, would choose and worship one man for a year. until, at high noon, on the longest day in the year (June 21), with the sun directly overhead, he would lie on a stone altar before as many as 100,000 people, while a red robed priest quickly cut out his heart and held it high, still pumping, before the crowd. It was a ritual sacrifice to the sun god. At Chichen - Itza, most archaeologists agree, girls were drowned by being thrown into a deep well, to appease the sun god.

Modern Civilization:

What we consider shocking, abnormal, or repulsive, may be considered not only normal but even desirable in other cultures.

1. Soviet Union: It is not considered abnormal or unusual for grown men to hug or kiss on the lips. During World War II, heroes were awarded medals for bravery in combat and kissed by their commanding officer.
2. U.S. - Canada - Mexican Indians: Most people are not aware that many common foods and articles come to us from the Indian: tobacco, pipes, corn, potatoes, etc.
3. Irish: Funeral practice is to have a "wake", a relatively happy almost party-like atmosphere, as compared to Italian funerals, much more emotional and despairing. In some countries, mourners are hired to weep at funerals. In our own culture the cost of a casket is a sign of status, as is the number of cars in the funeral procession and the quantity of flowers displayed.

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UNIT VITEM C.Self-Concept continued.

4. On islands in the Pacific ("the South Seas") it is customary for a girl to marry only after she is pregnant. Pre-marital pregnancy is not only accepted but respected by the culture, because it proves she can bear children.
5. The Masai tribe of Africa drink fresh blood from their cattle and rub dung in their hair, a sign of good grooming. Other tribal people drive sharp, polished bones through their noses and distort facial features (lips, ears). In west Africa, boys work 'til they are 14 or 15 to buy a wife, then the wife works and the boy "retires" to sit and talk with the men or, occasionally, go hunting. The "Afro" hair style is far more common in the U.S. than in Africa. Most of the African-style "dashikis" (silky v-neck shirts), are made in Hong Kong.
6. Jainist priests in India so value all forms of life they pay men to lie on cots and let maggots eat their flesh (incidentally, medical authorities say this is a good method of treating many open wounds!) Dr. Tom Dooley, while operating his hospital in Laos, had Buddhist monks pray for the germs he killed in his routine medical practice.
7. When the white man first came to explore their land and set up the fur trade Eskimos would insist on sharing their wives with visitors. Sailors reported the same behavior on Pacific Islands 100 years ago where it was customary for the island chief to offer his daughter. Killing female babies to control population growth was at one time widely practiced throughout the Orient (thrown overboard from sampans in rivers) and among the early Eskimo (put outside igloo to freeze).
8. In Japan, men and women bathe publicly in the nude. In some parts of Africa, eating termites is considered a delicacy. In parts of South America, roasted locust or grasshopper are a real treat. In parts of Asia, roasted rats are a much sought after food. In Paris in 1875. George Bizet's opera CARMEN

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UNIT VITEM C.Self-Concept continued.

8. shocked the audience with a scene in which women smoked the cigarettes. In Japan there were riots in the streets when Henrik Ibsen's play DOLL'S HOUSE was enacted, because it described a wife who left her husband because of his indifference to her - a serious breach of Oriental wifely obedience.
9. The Chinese use acupuncture as a standard part of medical practice. Long, thin needles are stuck into the part of the body causing illness. We are only now researching the effect of this treatment, which seems to be quite successful.

Activities:1. Cultural shock.

Have students discuss what it would be like ( and feel like ) if they came from any of the cultures described in this unit to modern-day Canada. Can they remember any similar feelings or problems related by their parents or grandparents about coming to Canada from other nations and cultures?

2. Cultural diffusion.

Discuss how the culture of any group of immigrants influences a nation's culture (in Manitoba, the Ukrainian perogy, French meat pie, the English "pub", etc.). What can we see of other cultures here in Manitoba (Ukrainian "onion dome" churches, French language street signs in St. Boniface, American gasoline companies, etc.). What can we hear? (dialects, accents).

3. Have students discuss the cultures represented by their own names (first and last names!).

Variation: List the nations of origin on the chalkboard. Add any others they know about. Discuss how most of us are more like than unlike each other (clothes, food we eat, general habits and attitudes, height, weight, etc.) despite these differences. Unless we ask or volunteer ethnic origins or even religions and political affiliation, we very often can't notice the difference. Is it a good idea to talk or think about cultural differences? When is it good? When bad?

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UNIT VITEY. C.Self-Concept continued.

- Activities:
4. Contact the Tribune and Free Press and request enough copies of the daily newspaper so the group can go over the paper, page by page, and discuss how the cultural environment is described through the paper's articles. Note that even in the obituary columns there is reference to organizations and societies involving ethnic and cultural origin. Want ads tell us a great deal about the values of our society - jobs that pay more or less, items for sale and their relative value. Note, too, ads and the models and artwork (youthful, active, smiling, happy people - not mature, wise, serenely knowledgeable, older people).
  5. Discuss the pro and con of the question of United States influence in Canada. U.S. dollars have helped us grow economically, and to cut them off completely would cause a crisis within Canada. Where is the balance point? Discuss the ideal of the "undefended border" between the U.S. and Canada, the International Peace Garden between North Dakota and Manitoba. Why isn't this possible between other nations?
  6. Have the group imagine they have been chosen to establish a civilization on the Moon. Have each student draw up a standard vocabulary of "10 words for survival", ten words we can't do without. In dyads, try to synthesize 10 words from the 20 of the pair. In quads, again synthesize 10 from the 20 of the dyads. In the whole group, write down the resulting lists of 10 and discuss. What does this tell us about the culture envisioned? About us, by our own choice of words?  
Variation: Analyze the group dynamics involved: - who dominated, who remained passive, who contributed the most, etc. Discuss how leadership changes a culture (most great men in history differed with values of their culture, were rebels).

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UNIT VITEM C.Self-Concept continued.

4. On islands in the Pacific ("the South Seas") it is customary for a girl to marry only after she is pregnant. Pre-marital pregnancy is not only accepted but respected by the culture, because it proves she can bear children.
5. The Masai tribe of Africa drink fresh blood from their cattle and rub dung in their hair, a sign of good grooming. Other tribal people drive sharp, polished bones through their noses and distort facial features (lips, ears). In west Africa, boys work 'til they are 14 or 15 to buy a wife, then the wife works and the boy "retires" to sit and talk with the men or, occasionally, go hunting. The "Afro" hair style is far more common in the U.S., than in Africa. Most of the African-style "dashikis" (silky v-neck shirts), are made in Hong Kong.
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UNIT VITEM C.Self-Concept continued.

8. shocked the audience with a scene in which women smoked the cigarettes. In Japan there were riots in the streets when Henrik Ibsen's play DOLL'S HOUSE was enacted, because it described a wife who left her husband because of his indifference to her - a serious breach of Oriental wifely obedience.
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3. Have students discuss the cultures represented by their own names (first and last names!).

Variation: List the nations of origin on the chalkboard. Add any others they know about. Discuss how most of us are more like than unlike each other (clothes, food we eat, general habits and attitudes, height, weight, etc.) despite these differences. Unless we ask or volunteer ethnic origins or even religions and political affiliation, we very often can't notice the difference. Is it a good idea to talk or think about cultural differences? When is it good? When bad?

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UNIT VITEM C.Self-Concept continued.

- Activities:
4. Contact the Tribune and Free Press and request enough copies of the daily newspaper so the group can go over the paper, page by page, and discuss how the cultural environment is described through the paper's articles. Note that even in the obituary columns there is reference to organizations and societies involving ethnic and cultural origin. Want ads tell us a great deal about the values of our society - jobs that pay more or less, items for sale and their relative value. Note, too, ads and the models and artwork (youthful, active, smiling, happy people - not mature, wise, serenely knowledgeable, older people).
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  6. Have the group imagine they have been chosen to establish a civilization on the Moon. Have each student draw up a standard vocabulary of "10 words for survival", ten words we can't do without. In dyads, try to synthesize 10 words from the 20 of the pair. In quads, again synthesize 10 from the 20 of the dyads. In the whole group, write down the resulting lists of 10 and discuss. What does this tell us about the culture envisioned? About us, by our own choice of words?  
Variation: Analyze the group dynamics involved: - who dominated, who remained passive, who contributed the most, etc. Discuss how leadership changes a culture (most great men in history differed with values of their culture, were rebels).

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UNIT VITEM C.Self-Concept continued.

- Activities:
7. Have students write their own 10 Commandments. Discuss. What kind of culture could grow and flourish under such rules. Have group try to synthesize 10 Commandments from those of the individual students.
  8. Have students poll their families and friends, asking them: What is culture? Discuss results and implications. How many people think about culture? How many relate it to behavior? Based on this poll, what is culture?
  9. List five qualities, tendencies, or traits which are typical of the "Canadian personality". List five for the "American personality". Five for the "Russian personality". How are they similar? How different? Are these traits valid?
  10. Discuss and debate:
    - "When in Rome, do as the Romans do."
    - "Where ignorance is bliss, 'tis folly to be wise."
    - "Differences enrich our lives, enable us to communicate with each other. help us grow."
    - "It would really be boring if we were all exactly alike."

Resources:

- Patterns of Culture, Ruth Benedict.
- The Mysterious Universe, Loren Eiseley.
- Man and Society, Erich Fromm.
- Brave New World, Aldous Huxley.
- The Undiscovered Self, C.G.Jung
- Cultural Patterns and Technical Change, Margaret Mead.
- Man, The First Million Years, Ashley Montager.
- 1984, George Orwell.
- Walden II: Beyond Freedom and Dignity, B. F. Skinner.
- Future Shock, Alan Tofler.

UNIT V  
ITEM C.  
516

Subject: Landlord-Tenant Relationship

Objective: To gather information to solve problems in dealing with the landlord.

Format of  
Activities:

Activity 1: Dealing with the Landlord  
Source: Life Skills Coaching Manual  
pp 339 - 52  
Time: 3 - 2 hour sessions

Activity 2: Speaker from Consumers' Bureau  
Time: Approximate one hour

Activity 3: Film on Landlord - Tenant Act from Consumers' Bureau  
Time: Approximate 20 minutes

Activity 4: Discussion on literature from Consumers' Bureau  
Time: Approximate 1 hour

Conclusions: As appropriate

Related

Materials:

1. Consumers' Bureau,  
210 Osborne Street North  
Winnipeg, Manitoba  
Telephone: 956-1010

Origin:

1. Life Skills Coaching Manual

UNIT V  
ITEM C.  
517

Subject: Community Responsibility

Objective: To examine individual responsibility to the community.

Format of  
Activities:

Activity 1: Taking Responsibility in the Community

Source: Life Skills Coaching Manual

Time: 2 - 2 hour sessions

Activity 2: Speaker from local Chamber of Commerce

Time: 1 hour approximately

Conclusions: As appropriate

Related

Materials: 1. Local newspapers - for notices as to what is happening locally

Origin: 1. Life Skills...etc.

UNIT V  
ITEM C.  
518

Subject: Coping with authority

Objective: To understand and learn ways to cope with authority.

Format of  
Activities:

Activity 1: Local school principal as a speaker on authority and how to cope with it.  
Time: 50 - 60 minutes

Activity 2: Sociologist as a speaker on authority.  
Time: 50 - 60 minutes

Activity 3: Lawyer as a speaker on authority.  
Time: 50 - 60 minutes

Activity 4: Any person in an administrative position as a speaker on authority.  
Time: 50 - 60 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: L. M. Larson

UNIT V  
ITEM C.  
519

Subject: Role of Police in Society

Objective: To be aware of the role played by police in our society.

Format of  
Activities:

Activity 1: Speaker from Public Relations Department of local Police Department.  
Time: Approximately 50 minutes

Activity 2: Discussion on what people in the class see as the role of police in society.  
Time: Approximately 50 - 60 minutes

Conclusions: As appropriate

Related  
Materials:

Origin: Cope Program, Windsor, Ontario

UNIT V

ITEM D. - Social Problems Within the Community

\* 520

Subject: Stereotyping

- Objective:
1. To become aware of how we stereotype people.
  2. To be aware that stereotyping may affect communication with that person.
  3. To be aware of how the mass/media presents men and women in stereotyped roles.

Format of

Activities:

Activity 1: Stereotyping

Source: Counsellor's...etc.  
Unit 108, p 3. Activity I

Time: Part I 50 minutes  
Part II 50 minutes - 80 minutes  
See Appendix A

Activities

2 - 3: Mass Media and Male-Female Stereotypes

Source: Counsellor's...etc.

Time: 50 - 80 minutes for either  
See Appendix A

Activity 4: Sex Roles in Contemporary Society

Source: Counsellor's...etc.  
Unit 108, pp 16 - 18

Time: 20 - 30 minutes for each of the seven discussion questions.  
See Appendix A

Activities

5 - 7: Pink and Blue: Sex Role Stereotyping

Source: Counsellor's...etc.  
Unit 211, pp 1 - 3, Method 1 - 3

Time: 50 minutes for each of the three parts  
See Appendix A

UNIT V

ITEM D.

\*Social Problems Within the Community continued.

520

Activity 8: The Homosexual

Source: Counsellor's...etc.

Unit 108. p 22

Time: 50 - 100 minutes

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's...etc.

Unit 108. p 4. 15. 22

Unit 211. p 3

Origin:

1. Counsellor's...etc.

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Experiencing Prejudice continued.Activity:

4. Is forming rash conclusions illogical? When isn't it illogical? Is it a good habit?
5. What's the difference between forming a rash conclusion about oysters or cats and doing the same thing to a person? What do we usually call such a rash, unfounded judgment of a person?
6. If you decided that the box contained something valuable or useless, what prompted your decision? Was it a logical decision or a hunch? What's the difference between a hunch and a prejudice?
7. People are like boxes; they all have different wrappings but we can never be sure what is inside them until they open up. Is it a kind of prejudice to judge a person before you get to know what's inside him? How often do person's wrappings actually indicate what's inside?
8. We don't mind if a person makes a bad judgment so long as he is willing to change his mind when he is proven wrong. What happens when he refuses - or when he can't change his mind? What do you do then?
9. From the exercise we have just done we can see that just about all of us are at least slightly prone to prejudice. Just what is prejudice in your opinion?"
10. What would be the opposite of prejudice? How can you develop the habit of "not being prejudiced?"

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UNIT V  
TERM D.SOCIAL-INTERPERSONALUNIT 108

Subject: Prejudice  
Grade Level: Junior High  
Objective: To induce awareness of the various types of prejudice and thereby increase students' sensitivity to other people.

Activity I: a) Color Prejudice  
 Using the inductive-deductive method of questioning, work from newspaper or magazine clippings which show a black-white prejudice.  
 The questioning should stimulate suggestions of color prejudice, such as housing, employment, immigration and social prejudice.

Activity II: b) Prejudice Other than Color  
 Try to get the students to suggest other forms of prejudice and note them on the chalkboard. Then allow the students to break up into small groups to discuss the other types of prejudice: - Some of these types are listed below:

- 1) Social Class - (upper class or "lower class")
- 2) Accent of Spee - (New Canadians)
- 3) Intelligence and Education - (Occupational vs. Academic students)
- 4) Dress - (hippies, long hair, short skirts, "out of fashion clothes")
- 5) Political - (Communism vs. Democracy)

Allow the groups to discuss these types of prejudice for 20 minutes approximately, and move around, selectively listening to group members to keep them on the track and to interject relevant comments where needed.

Bring the groups back together and have the group chairman outline some of the views of their group members.

If you think they have missed some important points, question the students to bring these points to the surface.

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UNIT V

ITEM D.

#520

Prejudice continued.

Resource

Material: Black Like Me, John Howard Griffin

Probing Our Prejudices, Hortense Powdermaker

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UNIT VITEM D,Stereotyping continued.

\*520

Grade Level: Jr. - Sr. High

- Objectives:
- To become aware of how we stereotype people.
  - To become aware that stereotyping may affect communication with that person.
  - Awareness can enable participants to realize that there are alternative ways of thinking about people and behaving towards them.

Activities: Part I.

a) Participants are to divide paper into eight sections. In each section they are to jot down words and phrases that describe these people.

- |                         |                        |
|-------------------------|------------------------|
| 1) an old man           | 5) a hippie            |
| 2) a hard core activist | 6) a mother            |
| 3) a school teacher     | 7) a school principal  |
| 4) a brilliant child    | 8) a welfare recipient |

b) Have participants read their descriptions. List all the descriptions. List all the descriptions that may NOT be true for all people in that group.

Part II.

Using a circle diagram list persons from #1 that you know very well in the inner most circle. As you work into the outer circle, list persons with whom you feel least familiar.

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ITEM D.

Stereotyping continued.

#520

Part II.

- a) What do you have in common with those in the inner circle?  
How do you differ from them?
- b) What do you imagine you have in common with people in the outer circle? How many times have you had a conversation with them.
- c) What feelings do people in the inner circle have about those in the outer circle? How did they acquire these feelings?

References:

Resource Kit called:

Awareness and Insight Into People  
J. C. Penny Company Inc.,  
Educational and Consumer Relations,  
1301 Avenue of the Americas,  
New York. N. Y. 10019  
U.S.A.

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UNIT V.  
ITEM D.

\* 520

Subject: Experiencing Prejudice

Objective: To demonstrate to students that we all have problems.

- Activity:
- a) Have students participate in the "Exercise for Experiencing Prejudice" (See attached instructions).
  - b) Have a discussion on Prejudice either by dividing the class into small groups or by remaining in a large group. (If the class is broken into small groups each group must have a reasonably skillful leader).

The following questions are suggested for discussion:

1. Can you really judge something if you have had little or no experience of it? Can you judge the taste of an oyster by its appearance? The beauty of music without seriously listening to it?
2. You have probably heard a statement like this: "I love kittens but I can't stand cats." I think if I were a cat I would resent it because it indicates a prejudgment of all cats. Can you think of any other similar cliches but ones which deal with people. for example, the American Indians? What effect if any do such statements have on a person who has never met an Indian? Are you aware of having formed any judgments about a group of people based not on personal contact but on such slogans?
3. Jumping to conclusions based on first impressions or on the hearsay evidence of a friend is rather common. Is it a good habit? Can you think of possible dangers in it? What is the difference between taking a friend's word for something -- that is, trust -- and being gullible?

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ITEM D.  
# 520

Experiencing Prejudice continued.

EXERCISE FOR EXPERIENCING PREJUDICE

Preparation: Each student should be supplied with a single sheet of paper and a pencil. The paper should be folded in half lengthwise. Take a small box, perhaps the size of a shoe box, and place in it any object, valuable or useless (e.g. your watch, a worn out ballpoint pen). Then wrap the box, either in a fancy way like a gift or in a careless way with newspaper and string.

Instructions: Explain to the students that you are going to give them a "psychological test", but do not explain what the test is meant to measure. Assure them, however, that it is a fun test and is not intended to embarrass anyone. Tell them that you are going to ask a series of questions and they are to answer them as honestly as they can, using the paper supplied to write the answers, and numbering them in the order given. The questions are these:

1. Do you like cats? Answer yes, no, or uncertain.
2. Do you like raw oysters? Answer yes, no, or uncertain.
3. Do you like classical music? Answer yes, no, or uncertain.
4. Would you like to live in Europe? Answer yes, no or uncertain.
5. Do you like to waltz? Answer yes, no, or uncertain.
6. Would you like to know what is in this package I am holding up? Answer yes, no, or uncertain.

Now ask them to turn the paper over and answer the following questions, which are the second part of the above questions:

1. Have you ever owned a cat for more than a month? Yes or No.
2. Have you ever eaten raw oysters? Yes or No.
3. Have you ever attended a symphony or listened to a complete recording of one? Yes or No.
4. Have you ever been to Europe? Yes or No.
5. Do you know how to waltz? Yes or No.
6. Do you think there is something valuable in this package. Answer Yes, No or Uncertain.

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Exercise for Experiencing Prejudice continued.

When they have written their answers, have the students unfold the paper so both sets of answers are visible. To score the test they are to use the following procedure:

1. They get a zero if the second part of the question was answered no and the first part was answered either yes or no.  
e.g. Do you like cats? Yes (or No).  
Have you ever owned a cat for more than a month? No.
2. They get one point if they answered the second part of the question yes and the first part was answered either yes or no.  
e.g. Do you like cats? Yes (or No)  
Have you ever owned a cat for more than a month? Yes.
3. They get two points if they answered the second part of the question no and answered the first part uncertain.  
e.g. Do you like cats? Uncertain.
4. They get three points if they answered the second part of the question yes and the first part of the question uncertain.  
e.g. Do you like cats? Uncertain.  
Have you ever owned a cat for more than a month? Yes.

Each pair of questions is scored in this way, except for the last question regarding the box. Regardless of how they answer the first part of the last question, they receive a zero if they answer either yes or no to the second part and three points if they answer uncertain. (The question was: Do you think there is something valuable in this package?)

After everyone has totaled his score, announce the following rankings:  
15 - 18 - very open-minded, honest, willing to study the facts.

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Exercise for Experiencing Prejudice continued.

14 - 10 - average.

9 - 5 - below average, likely to jump to conclusions, prone to prejudice.

4 - 0 - very prone to prejudice. easily influenced by opinion of others, or by externals.

At this point, students will want to challenge the validity of the test, qualify their answers, question the implications. When this happens you can begin the discussion with some of the suggested questions.

Resource: Exercise for Experiencing Prejudice - from "Self-Awareness Through Group Dynamics" - p 74 - 76.

References: Self-Awareness Through Group Dynamics, Richard Reichert; George A. Pflaum - publisher - 1970. U.S.A.

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UNIT V  
ITEM D.

520

Prejudice

(Meaning &amp; Causes)

Grade Level: 10 - 12Objective:

To understand the meaning and causes of prejudice.

Activity I:

Role playing (10 - 15 minutes).

One girl, Jean, in the class has parents who own a large ski cabin on Whistler Mountain. They have told her that she may invite the girls in her room up for the weekend. She and her three best girl friends decide whether or not to include everyone, or to exclude Ruth, a devout church goer whom they seldom talk to; Anne, the smartest girl in the room and Ursula. Ursula is a beautiful, well-dressed girl who has just moved to town and has made a real hit with the boys but not much contact with the girls yet. In each case two of Jean's friends express disapproval of inviting these girls.

Activity II:

Discuss prejudice using the following questions. (10-15 minutes).

1. What word describes the opposing girls attitude to inviting Ruth, Anne and Ursula? (prejudice)
2. How did these four girls feel?
3. What is the difference between dislike and prejudice?
4. How does it feel to be a victim of prejudice?

Activity III:

Summarize meaning of prejudice on board from student contributions. (not factual, can be either positive or negative).  
What are some common teenage prejudices? (police, teachers church-goers, "brains", physical appearances, older people, etc.)

Activity IV:

Divide class into groups with a chairman and secretary and try to think up ten instances where you have seen or read where prejudice was involved. Can you think of two instances of prejudice you have witnessed in this high school? Give ten reasons why the person had to act or was compelled to behave in a discriminatory way. Follow up with - Prejudice - Causes & Awareness.

References:The Social Psychology of Prejudice, G. Saenger.The Nature of Prejudice, G.W. Allport.Social Change and Prejudice, B. Bettelheim.

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UNIT V  
ITEM D.

\* 520

Prejudice - Causes and AwarenessGrade Level: 10 - 12Objective:

To understand the causes of prejudice and to make the students aware of their own prejudices.

Activity I:

Have the chairman of each group from the previous day choose two examples of prejudice members of his group have seen and discuss these. Make a list on the board of factors influencing prejudice:

1. Want of prestige - can be gratified by finding individual or minority groups.
2. Racial prejudice - often found among mentally ill as they attempt to rationalize and support their own socially unacceptable behaviour.
3. Economic frustration.
4. Social inferiority.
5. Sexual frustration - aggression.
6. Pride and prejudice - a man fired protects his pride by saying it was caused by "all those Jews".
7. Feelings of guilt.
8. Insecurity.
9. Jealousy.
10. Indoctrination from parents.

Have the class give examples of each of these as they are discussed.

Activity II:

Each student is to confidentially write down (or think out) a time in his/her life when he/she has felt prejudiced, why he/she did, and what he/she could do to overcome it.

References:

The Tolerant Personality, J.G. Martin.

Stigma, E. Goffman.

Dynamics of Prejudice, D. Bettelheim.

Black Like Me, Griffith.

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UNIT V  
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\* 520

Prejudice - CombatingGrade Level: 10 - 12Objective:

What can be done about prejudice and discrimination?

Activity I:

Divide the class into groups of five to discuss worksheet with the following questions:

1. How is discrimination different from prejudice, or is it?
2. Differentiate between opinion and prejudice.
3. Why are many North Americans prejudiced about communism? Is this prejudice?
4. Why are many Canadians prejudiced against Indians? What can be done about this?
5. How is Canadian law discriminating?
6. Can laws counteract social mores? Why?
7. How do you deal with a prejudiced person?
8. What is the role of the school? (teacher tolerance, empathy, self-insight)
9. How can we fight prejudice? (eliminate the basis of the differences between groups, through assimilation of the minority: re-education)
10. Is there such a thing as an unprejudiced person? Comment.

Activity II:

Write one page on either of the following:

In Rhodesia a white truck driver passed a group of idle natives and muttered, "They're lazy brutes!". A few hours later he saw natives heaving 200 pound sacks of grain onto a truck, singing in rhythm to their work. "Savages," he grumbled, "what do you expect?"

How would you deal with this person if you did not ignore him?

or

"For myself, earth-bound and fettered to the scene of my activities, I confess that I do feel the differences of mankind, national and individual - I am, in plainer words, a bundle of prejudices - made up of likings and dislikes - the very thrall to sympathies, apathies, antipathies."

Charles Lamb

Comment on this quotation.

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UNIT VITEM D.

520

Cultural GroupsGrade Level: Junior HighObjectives:

To foster an understanding of:

1. How cultural differences arose.
2. The problems cultural differences have caused in man's relations with man.
3. How Canada has become a nation of such diverse population origins - and to understand the significance of this.

Discussion:

Speak to your students about how, before the earth was as heavily populated as it is now, groups of people lived from generation to generation in virtual isolation from one another. Then go on to activity I.

Activity I:

1. Divide the class into three sections of the room and leave a free space between the groups. Each group will be representative of one area of the earth.

Example

1. - Equatorial - jungle, etc. (Africa?)
2. - Northern Europe - (U.S.S.R.?)
3. - Desert - (Sahara?)

2. Have each group discuss and answer the following questions:
  - a) What would your skin color be?
  - b) What kinds of foods would you eat?
  - c) Would you speak the same language as the other two groups?
  - d) Would you have the same religion?
  - e) Describe some of your customs, music, leisure, work habits, etc.
3. Discuss what happens when the three groups in the class (world) begin to grow and expand their territory - Carry this on into a discussion of war, territorial struggles, etc.
4. Is there any room for expansion today?

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Activity II:

Cultural Identity in Canada

1. Discuss with the help of historical resources from the school and public library, the historical background of Canada's settlement, even as it continues today.
2. Have students list examples of cultural groups which form our country.
3. Have students list examples of clubs, churches, and organizations which foster the maintenance of ethnic heritages.  
eg. - Mennonite Brethren Collegiate  
- Canadian Ukrainian Athletic Club (CUAC)
4. Have each student tell where his family originally came from and list the various countries on the chalkboard.  
\* The outline for (b) could be used here to make this activity more meaningful.
5. Have the students discuss the following question: "Would Canada be better off if we could take all of the people from every type of background and put them into a huge melting pot and then re-shape them all into "Canadians" who have a bit of every cultural heritage in them?"

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UNIT VITEM D.

\* 520

Topic: Mass Media & Male-Female StereotypesGrade Level: 9 - 12Objective:

To help students become more aware of how the mass media presents men & women in stereotyped roles.

Activity:

1. Have students read the daily newspaper - feature articles, news, advertisements, help wanted ads, etc., and discuss what kind of stereotyped picture is presented of women? of men? Give examples of TV commercials that portray the "housewife non-person" and the "husband non-person". Give examples of commercials that portray men and women as sex-objects (eg. the handsome man lying in bed, bare-chested, selling Mitchum deodorant). Do these portrayals make us feel inadequate. In what ways? Do you suppose that the intentions of many commercials is to make us feel inadequate so that we will buy their products? Are we falling for their "game plan for a life-style"? Should we be thinking of what kinds of things are really important to us? Give examples.
2. Television programs & movies can also be explored for their stereotyped portrayal of men and women.  
eg. What kind of person is Edith in "All in the Family"?  
What kind of person does Clint Eastwood portray?  
What kind of women are featured in James Bond movies?  
Give other examples and discuss.  
All of these people are non-persons, or stereotypes.  
How are they different from real people? What is a real person like?

Resource:

"Woman as Dingbat", Mademoiselle magazine, July, 1972.

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## UNIT V

## ITEM D.

520

Sex Roles in Contemporary SocietyGrade Level: 9 - 12Objective:

To explore attitudes concerning issues in contemporary society concerning male-female sex roles.

Activity:

Rotating panel discussion.

Have four students (preferably two boys and two girls) conduct a panel discussion on one of the following questions for a few minutes. Allow a few minutes for questions and discussion from the floor. Then call on another four students to discuss a second question, and another four to discuss a third, etc. Some questions will spark more discussion from the panel and audience than others, so the leader should use his discretion and be flexible about timing. He may ask pertinent questions during the discussion period if he feels some aspects of the question are being overlooked, but he should not make value judgments.

Alternative Activities:

- a) Divide class into groups of 6-10 and have them each discuss the various topics.
- b) Some of the following questions lend themselves to role-playing situations. Mr. and Mrs. M. and their 3 children, for example, could discuss the division of labour in their household and perhaps try for a more equitable arrangement. Mrs. A. could be discussing her predicament and decision with a friend or doctor, etc. Discussion could be employed afterwards to bring out all points of view.

Discussion Questions:

(Note: these are examples of questions that might be used. Leaders may substitute and include their own questions.)

1. Mr. and Mrs. R. have 2 children - ages 4 yrs. and 6 months. Both parents are Bachelor of Science graduates and each works half-time as a research assistant in a laboratory. They share all household tasks, including cooking, washing diapers, housecleaning, as well as child care. How do you feel about Mr. R.?
2. Mrs. S. is the mother of 2 children, ages 2 and 4. She has a full-time job at a florist shop doing work that she really enjoys. She leaves her children each day at a day-care centre run by well-trained child care workers. How do you feel about Mrs. S.?

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## UNIT V

## ITEM D.

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3. Mr. and Mrs. P. have two teenaged children, a boy and a girl. Their son would like to become a doctor and their daughter would like to become a lawyer but Mr. and Mrs. P. have very little money and it would be difficult to support two children attending university. They decided to allow their son to go and not their daughter. They suggest to their daughter that she get a job in a law office for a year or two to see if she really wants to put in the 8 years of education necessary to become a lawyer. The son, meanwhile, will enroll in university. Their daughter feels this decision is completely unfair. How do you feel about their decision?
4. Mrs. A. is 36 years old. She has 4 children - ages 15, 14, 11, and 8. She has had a very hard life because her husband drinks away most of his pay cheque and is very abusive to her and the children. But things are beginning to look up for her because a few months ago she got herself a job. It doesn't pay much, but she can now provide a few extras for her children, herself, and her home. Besides that, it's a friendly place to work and she finds herself beginning to be more cheerful than she's been in years. Now she is dismayed to discover that she is pregnant. She wants to have an abortion. How do you feel about Mrs. A.'s decision?
5. Several studies have found that a housewife with 2 or more children works an average of 11 hours a day, 7 days a week for a total of 77 hours a week. If she were doing the same kinds of jobs outside her home, ex. heavy cleaning, light housework, cooking, laundry, childcare, sewing, etc., she would be earning a fair amount of money. It has been suggested that housewives be paid a salary of \$70.00 a week by the government. How do you feel about this suggestion?
6. Miss N., who is 28 years old, is a brilliant accountant and an excellent worker. Mr. T., who is 36 and married with 3 children, is a competent accountant and a reliable worker, but he's not really as good as Miss N. is at the job. Both have worked for the same firm for five years and both have good relations with the rest of the staff. The position of comptroller of the company has just been vacated and both are in line for this promotion. The owner of the firm decides to appoint Mr. T. as comptroller of the company which gives him a substantial raise. In order to make use of Miss N.'s talents, he appoints her the comptroller's "special assistant" and gives her a small raise. The owner's reasons for his decision are: a) Mr. T. needs the extra money much more than Miss N. does; b) Mr. T.'s pride would suffer if a young woman were appointed his superior and consequently his work would suffer; and c) the rest of the people in the office, mainly women, would probably rather work for a male boss. How do you feel about the owner's decision?
7. Mr. and Mrs. M. both have full-time jobs. They have 3 children, a boy 14, a girl 12, and a boy 11. Mrs. M. needs help with the household chores so her daughter, each day, makes the beds, makes lunch for her brothers, and does the dishes after supper. On Saturdays she vacuums and dusts throughout the house, the boys take out the garbage and take turns with Mr. M. shovelling the walk in winter and cutting the grass in summer. Mrs. M. does all the rest of the housework - heavy cleaning such as washing floors, cooking, laundry, tidying, shopping, etc. How do you feel about this division of labour?

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## UNIT V

## ITEM 7.

520

Kevin and Michelle (boy-girl)Grade level: 8 - 12Objective:

To discuss some of the problems that develop for a boy and girl as a relationship becomes more intense between them.

Activity:

1. Read the article "Kevin and Michelle" to the class.
2. Have the class discuss the following questions either in a large group or in small groups of four or five.
  - a) What might the opinions of the author of the article be in regards to:
    - 1) Kevin and Michelle's relationship?
    - 2) Kevin and Michelle's "tacit argument"?
    - 3) Bob's advice?
    - 4) Kevin's choice to go out with Sandy?
    - 5) Kevin and Sandy's relationship?
  - b) How does your opinion compare with those indicated in a).
  - c) If you disagree with Kevin's decision what do you think he should have done?
  - d) Allow some time for the groups to share with the whole group some of their ideas.

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KEVIN AND MICHELLE

Kevin, 17 years old, met Michelle at a "soc. hoo" eight months ago. It was after a football game, in which Kevin, as halfback, had scored the winning touchdown. He was esteemed, admired and envied that night. Almost all the girls wanted to be with him, but Kevin chose Michelle, a quiet, intense girl who seemed to possess a certain supportive strength. That night saw a change in Kevin's life. He stopped "playing the field", and began going out steadily with Michelle. Three months ago Kevin and Michelle began to "go steady" officially.

Their relationship was intense and involved, but not overly physical. They were physically attracted to each other; however, they seemed to agree tacitly that they should wait until the right time for sex. To the, the "right time" seemed to be after marriage: sex would be more meaningful then. But marriage was a distant prospect to both of them. After all, Kevin had four years of university ahead of him and Michelle would be beginning nurse's training in two months.

Kevin often talked the problem over with his best friend, Bob. It seemed that the intensity of Kevin and Michelle's relationship heightened Kevin's feeling of sexual frustration. Bob couldn't understand why Kevin didn't try to sleep with Michelle. Or at least, if Kevin didn't want to do this, "then why not take out one of those 'fast' girls who were always chasing him? Michelle didn't have to know. In fact, it would probably make the relationship less tense for both of them".

Three weeks ago, Kevin did take out Sandy. She was a 'fast' girl. At first, Kevin felt guilty, but, after a few beers, he convinced himself that this was best for all concerned. "After all, Sandy didn't care. She was enjoying herself. There would be no regrets. It would be a terrific night."

Michelle hasn't found out about that night. She has wondered why Kevin has been so sullen during the past three weeks. Kevin won't say. And yesterday he called Sandy again. They'll be going out this Saturday ...

UNIT V  
ITEM D.  
520

Inter-racial - Dating

Grade Level: 8 - 12

Objective:

To look at the area of prejudice as it affects boy-girl relationships during adolescence.

Activity:

Role-Playing.

ROLE-PLAYING SITUATION

Kathy is a 16-year-old junior in high school, an average student, moderately attractive, friendly and responsible. Miss Engelhard has seen her several times in the hall and at lunch with a boy from a racially different background. Today, she is in Miss Engelhard's room after school chatting about this and that but giving the impression that there is something she really wants to talk about. When Miss Engelhard conveys this impression to her, she says:

"Oh, yes! There is something I want to talk about. I don't know how to begin, I mean, I don't know how you feel about it. The trouble is, you know, I'm going with a boy. And he's a (Gentile, Jew, Negro, Indian, etc.). Mother says I shouldn't go with him, that it will only lead to trouble, but I don't see why. He's fun, and he's nice to be with. He's one of the nicest boys I've ever met. Some of my friends say they'll drop me if I keep going with him. I don't know what to think!"

Before role-playing, talk about the values, beliefs, and feelings which govern how Miss Engelhard will respond to Kathy. How will her own feelings affect her responses? Discuss the confusion which Kathy feels as she tries to find her way to her own values and beliefs.

Reference:

The Teaching Role in Counselling, Mary G. Lipon and Sarah W. McDaniel; New Jersey, Prentice-Hall Inc., 1970. pp. 146-7.

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The HomosexualGrade Level: 8 - 11Objective:

To discuss some of the possible causes of homosexuality and some of the problems of the homosexual in our society today.

Activity:

1. Have the class formulate a definition of a homosexual.
2. Divide the class into small groups and assign a topic to each group. Topics might include:
  - a) What might be some of the causes of homosexual inclinations?
  - b) What is the actual appearance of a homosexual?
  - c) What are some of the problems facing the homosexual?
  - d) Should homosexuality be considered as a crime punishable by law?
  - e) Should a person have the right to undergo an operation to alter his or her sex. Whose decision is it? Should an operation be legal?
3. Have each group report on its discussion to the large group.

Each student should be left to come to their own conclusion about how they feel about homosexuals.

References:

- "Women Who Marry Women", Flora Rheta Schreiber, Paagent, Dec. 1966. pp. 48-54.
- "What Turns Women to Lesbianism", Renate Wilson, Chatelaine, Oct. 1966. pp. 33, 130, 131.
- "Abnormal Psychology and Modern Life", J.C. Coleman; Chicago, Scott, Foresman and Company, 1964. pp. 392-400.

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## UNIT V

Prejudice and the Generation Gap

## ITEM D.

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Grade Level: Open, Jr. - Sr. HighObjective:

To show how prejudice operates to break down communication and to increase the "gap" between generations.

Activities:

1. Bring pictures to class of various institutions, types of people, symbols, associated with the generation gap. These might include a well-dressed business man, a hippie, a school house, a policeman, the Queen. - Also, you could include words such as: - the good life; respectability; authority; flower power; thrift, hard work; obedience; make love, not war; marijuana.

Ask the students to compare the probable reaction of:

- a) An average 40 year old and
- b) An average 18 year old - to these questions and words.

Discuss how these reactions and responses are evidence of prejudice.

2. Compare the statements:
  - a) Negroes are an inferior race.
  - b) Longhaired boys are drug users
  - c) People over the age of 30 are out-of-it.

Discuss the process of exclusive categorization operating in these three statements. Do these statements have any basis in fact?

3. Write on the board, (with class assistance) some of the well-known prejudices of the two generations. These might be documented with articles, pictures, etc., from newspapers, magazines, or TV programs such as "All in the Family".

Examples include:

- a) Youth Prejudices - adults are materialistic, self-seeking and rigid, they are naturally prejudiced against young people, as people get older, they get more superficial and inflexible, the old values are out of place today, etc.
- b) Adult Prejudices - young people are not responsible, they are all drug users and engage in promiscuous sexual relations, they are selfish and inconsiderate, they have no respect for anything, etc.

Summary:

Discussion of these prejudices and the reasons for their existence should lead to better understanding of the generation gap and the communication breakdown and breakdown of understanding which it entails.

The discussions should eventually be directed towards consideration of how some of the prejudices may be overcome.

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## PREPARATION FOR MARRIAGE

## UNIT 211

Pink and Blue: Sex Role StereotypingGrade Level: 9Objectives:

1. To question whether so-called "masculine" characteristics are natural only to men and whether so-called "feminine" characteristics are natural only to women.
2. To help students become aware of sex-role stereotyping on the basis of stereotyped characteristics of males and females.
3. To enable students to realize that, while one's biological sex may be inherited and genetically determined, the behavior and personality one assumes, in accordance with one's sex, is socially determined.
4. To show that neither males or females have an exclusive possession of the traits and characteristics commonly associated with just one sex.

Method:

1. Divide the students into two groups, one of males and one of females. Ask the girls as a group to make up a list of what they believe to be "masculine" traits and characteristics. (In terms of personality, self-expectations, relationships to the opposite sex, behavior.) Have the boys make up a list of "feminine" traits. Then have each group make up a list of the characteristics of their own sex. When they are finished have them form one group. Write each list on the board to compare them. Probably a stereotyped image of each sex will emerge. The difference between the lists will be that the girls will use words with positive connotations to describe themselves while the boys will use words with somewhat negative connotations to describe the girls. The same situation will occur in describing masculine characteristics.
2. Follow up the comparison of the lists by involving the students in a discussion as to whether or not the traits they have listed are natural and exclusive to a particular sex. The emphasis should be upon getting the students to explain why they feel boys or girls typically display a particular trait. They should be asked to present proof for their views (which would most often be based upon their observations) for the attempt should be to differentiate between reasons based on emotion and facts. In defending their position, the students may learn how they have actually taken the characteristics of males and females for granted, that is, they accepted them because they learned that this is how boys and girls are.

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3. If the students have grasped the concept of stereotyped characteristics of males and females, then the teacher can introduce the idea of stereotyped roles. This may be done by discussing which occupations men and women traditionally go into as well as what the relationship is between men and women, husband and wife, brother and sister in the home and elsewhere. An example of stereotypes is the "strong silent man" who never cries or the "emotional woman" who bursts into tears. Statistics can be presented on the breakdown of occupations by sex both in Canada (if statistics are available) and/or United States in comparison to (for example) Russia. The focus should be upon helping students to become aware that the role they assume in terms of personal relationships and occupation is generally limited to what is traditionally deemed appropriate for their sex. They ought to realize that it need not be that way.

Evaluation:

The success in achieving the objectives of the project will be determined by whether the students themselves become aware of and express the main points being brought out by the discussion without the teacher directly telling them.

References:

1. A View from the Doll Corner, Barry, Kathleen
2. Training the Woman to Know Her Place: The Power of a Nonconscious Ideology, Bem and Bem
3. High School Women: Oppression, Bull, Jenny
4. Sesame Street and Sex Role Stereotypes, Gardener, Jo Ann
5. Men's Liberation: An Effort at Understanding, Goodman, Ellen
6. A Man's View, Hawley, Andy
7. What's Wrong With Male-Dominated Society, Heide, Wilma Scott
8. Little Girl Sambo, Pratt, Annis
9. Sex Roles and Survival, Schmid, Margaret
10. A Psychiatrist's View: Images of Women - Past and Present, Overt and Obscured, Shalness, Natalie
11. Psychological Sex Differences, Sherman, Julia
12. Sex Roles and Their Consequences, Warrior, Betsy
13. "Kinde, Euche, Kerche" As Scientific Law: Psychology Constructs the Female, Weisstain, Naomi
14. Status of Women Report, Education and Stereotypes, pp. 173-176

StatisticsMedian earnings in the United States:

White men	\$7,396.00
Black men	4,777.00
White women	4,279.00
Black women	3,194.00

Percentage of women in professions:

	<u>Russia</u>	<u>United States</u>
Doctors	79%	7%
Lawyers	36%	3%
Engineers	32%	1%

\* REFER TO GUIDELINES FOR USE

UNIT V

ITEM C.

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Subject: Heredity

- Objective:
1. To identify hereditary traits in ourselves.
  2. To be aware of the difference between heredity and environment.
  3. To be aware of how hereditary traits contribute to individual differences.
  4. To be aware of how hereditary factors affect personality and behavior.

Format of

Activities:

Activities

1 - 6:

Heredity

Source: Counsellor's...etc.

Unit 6, pp 1 - 3 Activities #1, 3, 5 - 8

Time: Approximate 50 - 90 minutes

See Appendix A

Conclusions: As appropriate

Related

Materials:

1. Counsellor's...etc.  
Unit 5, p 4

Origin:

1. Counsellor's...etc.

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## SELF-CONCEPT

## UNIT 6

HeredityObjectives:

1. Identify hereditary traits in ourselves.
2. Be aware of the difference between heredity and environment.
3. Understand how hereditary traits contribute to individual differences.
4. Understand how hereditary factors affect personality and behavior.

Content for Unit:

Practical examples of heredity and hereditary traits with case studies and activities to involve the student.

Method:

Compare heredity and environment. If heredity is "nature", environment is "nurture". Heredity may be thought of as "God-given" and environment "man-made", although the natural world (wildlife, vegetation, climate, weather, etc.) is also environment. Use a deck of cards to demonstrate the difference. Shuffle the cards and deal out five cards face down. Make the analogy that these cards, "dealt" at conception, are your hereditary traits. One may be native intelligence, another, overall height and weight, another, the natural color of hair and eyes, etc. These are the raw materials you have to work with, your hereditary traits, the "what" of your existence. Environment is how you play the card game of life, how you apply the hereditary raw materials. As Ralph Waldo Emerson said: "Make the most of yourself, that's all there is of you".

Use practical examples with the group to illustrate heredity:

Natural color of hair and eyes  
Skeletal frame or bony structure  
Height and weight tendencies  
Motor skills; dexterity  
Overall resistance to disease  
Intelligence  
Threshold for stress, nervous tenacity (influenced, too, by conditioning)  
Native intelligence; aptitudes

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There is a tendency toward the mean of average in genetics. For example, a tall father and short mother tend generally to produce children of average height, taller than one parent and shorter than the other. This borders on oversimplification, since it can take many generations to realize a family "average". Cite the selective breeding of rats, bright to bright, dull to dull, based on running time through a maze. Through 6 generations, the bright generations became brighter, the dull rats became duller, as compared to the beginning group. Thus, the "average" was raised or lowered based on the hereditary ability (intelligence) of the rat parents. For the ninth generation, bright and dull rats were allowed to mate together. The result: a generation very similar to the original first generation of rats.

Activities:

1. Compare fingerprints to show how we differ from each other. Have students compare the length and shape of their fingers, whether their ear lobes are attached or unattached (at the bottom). These are all hereditary traits.
2. Have students research and report on hereditary diseases and conditions such as hemophilia ("bleeder's disease") inbreeding, sickle cell anemia, color blindness, etc.
3. Have students debate which they feel is more important to individual behavior, heredity or environment.
4. How do hereditary traits affect personality? (compensating for hereditary traits such as Napoleon's and Lord Nelson's shortness, Milton's blindness, Beethoven's developing deafness, Lincoln's tall, gangly figure and "homesickness", etc.).
5. Have students prepare a list (confidentially if they prefer) of the hereditary traits they have. List major environmental factors. What conclusions can they draw from the list? What does it tell them about themselves?
6. Discuss:
  - "I am a man; I count nothing human foreign to me." Terence.
  - "I do not like the way the cards are shuffled, but yet I like the game and I want to play." Eugene F. Ware.

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7. Identify each statement with "H" if heredity is the major factor, "E" if environment is the major, or "HE" if both are involved.

- 1)   E   John likes candied sweet potatoes in orange sauce.
- 2)   H   Fred has blue eyes and stands 5 feet 11 inches tall.
- 3)   H   Mary has a large skeletal frame and therefore tends to be overweight compared to other girls her age.
- 4)   E   Ted and his brothers are reckless drivers like their father.
- 5)   HE   Charles resembles his father physically; they both have many habits and interests in common.
- 6)   HE   German shepherd dogs can be trained to use either a vicious animal nature or a gentle, loyal nature.
- 7)   E   Herb likes to square dance.
- 8)   E   Ed is a born gentleman.
- 9)   E   Andy is a no-good drunkard just like his no-good father.
- 10)   E   Marge speaks slowly and haltingly whenever boys are around.

## 8. Case Study:

John Smith is an atomic physicist. He is world renowned and won a Nobel prize. His son James flunked algebra at high school, and he has always had great difficulty with arithmetic and science. James likes sports and jazz music and wants to be a portrait artist. John Smith says: "I'm really very disappointed with the boy. Friends and neighbors tell me we look alike. I want very badly for him to follow in my footsteps."

Explain briefly:

- A. How much of this case involves heredity?
- B. How much of this case involves environment?

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Resources:

Any introductory psychology text

Heredity and Human Life, Hampton L. Carson, (Columbia University Press), 1963.

Genetics: Heredity, Environment and Personality, Honegger, Suria, and Schmitter, (Bell & Howell paperback), 1962.

Genetics, H.P. Levine, (Holt, Rinehart & Winston), 1962.

The Psychology of Human Differences, Lorna Tyler (Chapter 18, p.475)

Heredity: An Introduction to Genetics, A.H. Winchester (Harvard and Noble Co. 32), 1963.

4.5

\* REFER TO GUIDELINES FOR USE

UNIT V

ITEM D.

\* 522

Subject: Racial heritage

Objectives: To be aware of the meaning of the terms race, prejudice and nationality.

Format of Activities:

Activities

1 - 5:

Race

Source: ABE...etc.

Unit IV, p 155, Topic II, Activities 1 - 5

Time: 50 - 60 minutes for any activity.

Conclusions: As appropriate

Related

Materials:

1. ABE...etc.

p 157

2. Black Like Me.

Origin:

1. ABE...etc.

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Prejudice

To be aware of the various types of prejudice thus increasing sensitivity to other people.

Format of Activities:

Activities

1 - 2:

Prejudice

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. pp 1 - 2. Activities I and II

Time: Activity I - 50 minutes

Activity II - 50 - 10 minutes

See Appendix A

Activities

Experiencing Prejudice

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. p 8, Activity

Time: 2 - 3 hours

See Appendix A

Activities

1 - 7:

Prejudice (Meaning and Causes)

Source: Counsellor's...etc.

Unit 10<sup>a</sup>; p 9. Activities I - IV

Time: 15 - 60 minutes

See Appendix A

Activities

1 - 3:

Prejudice - Causes and Awareness

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. p 11. Activities I and II

Time: 50 - 60 minutes for either one activity

See Appendix A

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Prejudice continued.

Activity

16 - 17:

Prejudice - Combating

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. p 12. Activities I and II.

Time: 50 - 60 minutes on either.

See Appendix A

Activity

17 - 18:

Cultural Groups

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. p 13. Activities I and II

Time: 60 - 90 minutes on either

See Appendix A

Activity

18 - 19:

Prejudice and the Generation Gap

Source: Counsellor's...etc.

Unit 10<sup>a</sup>. pp 23 - 4. Activities 1 - 3

Time: 50 - 90 minutes on any one

See Appendix A

Conclusions:

As appropriate

Related

Materials:

1. Counsellor's...etc.

p 7. 8. 10. 11

Origins

1. Counsellor's...etc.

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## SOCIAL-INTERPERSONAL

## UNIT 108

PrejudiceGrade Level: Junior HighObjective:

To induce awareness of the various types of prejudice and thereby increase students' sensitivity to other people.

Activity I:

## a). Color Prejudice

Using the inductive-deductive method of questioning, work from newspaper or magazine clippings which show a black-white prejudice.

The questioning should stimulate suggestions of color prejudice, such as housing, employment, immigration and social prejudice.

Activity II:

## b) Prejudice Other than Color

Try to get the students to suggest other forms of prejudice and note them on the chalkboard. Then allow the students to break up into small groups to discuss the other types of prejudice: - Some of these types are listed below:

- 1) Social Class - (upper class or lower class)
- 2) Accent of Speech - (New Canadians)
- 3) Intelligence & Education - (Occupational vs. Academic students)
- 4) Dress - (hippies, long hair, short skirts, "out of fashion clothes")
- 5) Political - (Communism vs. Democracy)

Allow the groups to discuss these types of prejudice for 20 minutes approximately, and move around, selectively listening to group members to keep them on the track and to interject relevant comments where needed.

Bring the groups back together and have the group chairman outline some of the views of their group members.

If you think they have missed some important points, question the students to bring these points to the surface.

Resource Material:

Black Like Me. John Howard Griffin.

Prejudice: Our Prejudices, Hortense Powdermaker.

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StereotypingGrade Level: Jr. - Sr. HighObjectives:

To become aware of how we stereotype people.

To become aware that stereotyping may affect communication with that person.

Awareness can enable participants to realize that there are alternative ways of thinking about people and behaving towards them.

Activities:Part I

- a) Participants are to divide paper into eight sections. In each section they are to jot down words and phrases that describe these people.

- |                         |                        |
|-------------------------|------------------------|
| 1) an old man           | 5) a hippie            |
| 2) a hard core activist | 6) a mother            |
| 3) a school teacher     | 7) a school principal  |
| 4) a brilliant child    | 8) a welfare recipient |

- b) Have participants read their descriptions. List all the descriptions. List all the descriptions that may NOT be true for all people in that group.

Part II

Using a circle diagram list persons from #1 that you know very well in the inner most circle. As you work into the outer circles, list persons with whom you feel least familiar.



- a) What do you have in common with those in the inner circle? How do you differ from them?
- b) What do you imagine you have in common with people in the outer circle? How many times have you had a conversation with them.
- c) What feelings do people in the inner circle have about those in the outer circle? How did they acquire these feelings?

References:

Resource Kit called: Awareness & Insight Into People  
J.C. Penny Co. Inc.  
Educational & Consumer Relations  
1301 Avenue of the Americas  
New York, N.Y. 10019  
U.S.A.

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Experiencing PrejudiceObjectives

To demonstrate to students that we all have problems.

Activity:

- a) Have students participate in the "Exercise for Experiencing Prejudice" (See attached instructions).
- b) Have a discussion on Prejudice either by dividing the class into small groups or by remaining in a large group. (If the class is broken into small groups each group must have a reasonably skillful leader).

The following questions are suggested for discussion:

1. Can you really judge something if you have had little or no experience of it? Can you judge the taste of an oyster by its appearance? The beauty of music without seriously listening to it?
2. You have probably heard a statement like this: "I love kittens but I can't stand cats." I think if I were a cat I would resent it because it indicates a prejudgment of all cats. Can you think of any other similar cliches, but ones which deal with people, for example, the American Indians? What effect if any do such statements have on a person who has never met an Indian? Are you aware of having formed any judgments about a group of people based not on personal contact but on such slogans?
3. Jumping to conclusions based on first impressions or on the hearsay evidence of a friend is rather common. Is it a good habit? Can you think of possible dangers in it? What is the difference between taking a friend's word for something - that is, trust - and being gullible?
4. Is forming rash conclusions illogical? When isn't it illogical? Is it a good habit?
5. What's the difference between forming a rash conclusion about oysters or cats and doing the same thing to a person? What do we usually call such a rash, unfounded judgment of a person?
6. If you decided that the box contained something valuable or useless, what prompted your decision? Was it a logical decision or a hunch? What's the difference between a hunch and a prejudice?

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Now ask them to turn the paper over and answer the following questions, which are the second part of the above questions:

1. Have you ever owned a cat for more than a month? Yes or No.
2. Have you ever eaten raw oysters? Yes or No.
3. Have you ever attended a symphony or listened to a complete recording of one? Yes or No.
4. Have you ever been to Europe? Yes or No.
5. Do you know how to waltz? Yes or No.
6. Do you think there is something valuable in this package. Answer Yes, No or Uncertain.

When they have written their answers, have the students unfold the paper so both sets of answers are visible. To score the test they are to use the following procedure:

1. They get a zero if the second part of the question was answered no and the first part was answered either yes or no.  
eg. Do you like cats? Yes (or No)  
Have you ever owned a cat for more than a month? No.
2. They get one point if they answered the second part of the question yes and the first part was answered either yes or no.  
eg. Do you like cats? Yes (or No)  
Have you ever owned a cat for more than a month? Yes.
3. They get two points if they answered the second part of the question no and answered the first part uncertain.  
eg. Do you like cats? Uncertain.  
Have you ever owned a cat for more than a month? No.
4. They get three points if they answered the second part of the question yes and the first part of the question uncertain.  
eg. Do you like cats? Uncertain.  
Have you ever owned a cat for more than a month? Yes.

Each pair of questions is scored this way, except for the last question regarding the box. Regardless of how they answer the first part of the last question, they receive a zero if they answer either yes or no to the second part and three points if they answer uncertain. (The question was: Do you think there is something valuable in this package?)

After everyone has totaled his score, announce the following rankings:

- 19 - 18 - very open-minded, honest, willing to study the facts.  
14 - 10 - average.  
9 - 5 - below average, likely to jump to conclusions, prone to prejudice.  
4 - 0 - very prone to prejudice, easily influenced by opinion of others, or by externals.

At this point, students will want to challenge the validity of the test, qualify their answers, question the implications. When this happens you can begin the discussion with some of the suggested questions.

Resource:

Exercise for Experiencing Prejudice - from "Self-Awareness Through Group Dynamics" - p. 74-76.

References:

Self-Awareness Through Group Dynamics, Richard Reichert;  
Geo A. Pflaum - publisher - 1970, U.S.A.

**Prejudice**  
(Meaning & Causes)

**Grade Level: 10 - 12**

**Objective:**

To understand the meaning and causes of prejudice.

**Activity I:**

Role playing (10 - 15 minutes).

One girl, Jean, in the class has parents who own a large ski cabin on Whistler Mountain. They have told her that she may invite the girls in her room up for the weekend. She and her three best girl friends decide whether or not to include everyone, or to exclude Ruth, a devout church goer whom they seldom talk to; Anne, the smartest girl in the room and Ursula. Ursula is a beautiful, well-dressed girl who has just moved to town and has made a real hit with the boys but not much contact with the girls yet. In each case two of Jean's friends express disapproval of inviting these girls.

**Activity II:**

Discuss prejudice using the following questions. (10-15 minutes).

1. What word describes the opposing girls attitude to inviting Ruth, Anne and Ursula? (prejudice)
2. How did these four girls feel?
3. What is the difference between dislike and prejudice?
4. How does it feel to be a victim of prejudice?

**Activity III:**

Summarize meaning of prejudice on board from student contributions. (not factual, can be either positive or negative).  
What are some common teenage prejudices? (police, teachers church-goers, "brains", physical appearances, older people, etc.)

**Activity IV:**

Divide class into groups with a chairman and secretary and try to think up ten instances where you have seen or read where prejudice was involved. Can you think of two instances of prejudice you have witnessed in this high school? Give ten reasons why the person had to act or was compelled to behave in a discriminatory way. Follow up with - Prejudice - Causes & Awareness.

**References:**

- The Social Psychology of Prejudice, G. Saenger.**  
**The Nature of Prejudice, G.W. Allport.**  
**Social Change and Prejudice, B. Bettelheim.**

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Prejudice - Causes and Awareness

Grade Level: 10 - 12

Objective:

To understand the causes of prejudice and to make the students aware of their own prejudices.

Activity I:

Have the chairman of each group from the previous day choose two examples of prejudice members of his group have seen and discuss these. Make a list on the board of factors influencing prejudices:

1. Want of prestige - can be gratified by finding individual or minority groups.
2. Social prejudice - often found among mentally ill as they attempt to rationalize and support their own socially unacceptable behaviour.
3. Economic frustration.
4. Social inferiority.
5. Sexual frustration - aggression.
6. Pride and prejudice - a man fired protects his pride by saying it was caused by "all those Jews".
7. Feelings of guilt.
8. Insecurity.
9. Jealousy.
10. Indoctrination from parents.

Have the class give examples of each of these as they are discussed.

Activity II:

Each student is to confidentially write down (or think out) a time in his/her life when he/she has felt prejudiced, why he/she did, and what he/she could do to overcome it.

References:

The Tolerant Personality, J.G. Martin.

Stigma, E. Goffman.

Dynamics of Prejudice, D. Bettelheim.

Black Like Me, Griffith.

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Prejudice - CombatingGrade Level: 10 - 12Objectives:

What can be done about prejudice and discrimination?

Activity I:

Divide the class into groups of five to discuss worksheet with the following questions:

1. How is discrimination different from prejudice, or is it?
2. Differentiate between opinion and prejudice.
3. Why are many North Americans prejudiced about communism? In this prejudice?
4. Why are many Canadians prejudiced against Indians? What can be done about this?
5. How is Canadian law discriminating?
6. Can laws counteract social mores? Why?
7. How do you deal with a prejudiced person?
8. What is the role of the school? (teacher tolerance, empathy, self-insight)
9. How can we fight prejudice? (eliminate the basis of the differences between groups, through assimilation of the minority; re-education)
10. Is there such a thing as an unprejudiced person? Comment.

Activity II:

Write one page on either of the following:

In Rhodesia a white truck driver passed a group of idle natives and muttered, "They're lazy brutes!". A few hours later he saw natives heaving 200 pound sacks of grain onto a truck, singing in rhythm to their work. "Savages," he grumbled, "what do you expect?".

How would you deal with this person if you did not ignore him?

or

"For myself, earth-bound and fettered to the scene of my activities, I confess that I do feel the differences of mankind, national and individual - I am, in plainer words, a bundle of prejudices - made up of likings and dislikes - the very thrall to sympathies, apathies, antipathies."

Charles Lamb

Comment on this quotation.

Cultural GroupsGrade Level: Junior HighUNIT VITEM D.

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Objectives:

To foster an understanding of:

1. How cultural differences arose.
2. The problems cultural differences have caused in man's relations with man.
3. How Canada has become a nation of such diverse population origins - and to understand the significance of this.

Discussion:

Speak to your students about how, before the earth was as heavily populated as it is now, groups of people lived from generation to generation in virtual isolation from one another. Then go on to activity I.

Activity I:

1. Divide the class into three sections of the room and leave a free space between the groups. Each group will be representative of one area of the earth.

Example

1. - Equatorial - jungle, etc. (Africa?)
2. - Northern Europe - (U.S.S.R.?)
3. - Desert - (Sahara?)

2. Have each group discuss and answer the following questions:
  - a) What would your skin color be?
  - b) What kinds of foods would you eat?
  - c) Would you speak the same language as the other two groups?
  - d) Would you have the same religion?
  - e) Describe some of your customs, music, leisure, work habits, etc.
3. Discuss what happens when the three groups in the class (world) begin to grow and expand their territory - Carry this on into a discussion of war, territorial struggles, etc.
4. Is there any room for expansion today?

Activity II:Cultural Identity in Canada

1. Discuss with the help of historical resources from the school and public library, the historical background of Canada's settlement, even as it continues today.
2. Have students list examples of cultural groups which form our country.
3. Have students list examples of clubs, churches, and organizations which foster the maintenance of ethnic heritages.
  - ex. - Mennonite Brethren Collegiate
  - Canadian Ukrainian Athletic Club (CUAC)
4. Have each student tell where his family originally came from and list the various countries on the chalkboard.
  - The outline for (h) could be used here to make this activity more meaningful.
5. Have the students discuss the following question: "Would Canada be better off if we could take all of the people from every type of background and put them into a huge melting pot and then re-shape them all into "Canadians" who have a bit of every cultural heritage in them?"

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**Sex Roles in Contemporary Society****Grade Level: 9 - 12****Objective:**

To explore attitudes concerning issues in contemporary society concerning male-female sex roles.

**Activity:**

Rotating panel discussion.

Have four students (preferably two boys and two girls) conduct a panel discussion on one of the following questions for a few minutes. Allow a few minutes for questions and discussion from the floor. Then call on another four students to discuss a second question, and another four to discuss a third, etc. Some questions will spark more discussion from the panel and audience than others, so the leader should use his discretion and be flexible about timing. He may ask pertinent questions during the discussion period if he feels some aspects of the question are being overlooked, but he should not make value judgments.

**Alternative Activities:**

- a) Divide class into groups of 6-10 and have them each discuss the various topics.
- b) Some of the following questions lend themselves to role-playing situations. Mr. and Mrs. M. and their 3 children, for example, could discuss the division of labour in their household and perhaps try for a more equitable arrangement. Mrs. A. could be discussing her predicament and decision with a friend or doctor, etc. Discussion could be employed afterwards to bring out all points of view.

**Discussion Questions:**

(Note: these are examples of questions that might be used. Leaders may substitute and include their own questions.)

1. Mr. and Mrs. R. have 2 children - ages 4 yrs. and 6 months. Both parents are Bachelor of Science graduates and each works half-time as a research assistant in a laboratory. They share all household tasks, including cooking, washing diapers, housecleaning, as well as child care. How do you feel about Mr. R.?
2. Mrs. S. is the mother of 2 children, ages 2 and 4. She has a full-time job at a florist shop doing work that she really enjoys. She leaves her children each day at a day-care centre run by well-trained child care workers. How do you feel about Mrs. S.?

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3. Mr. and Mrs. P. have two teenaged children, a boy and a girl. Their son would like to become a doctor and their daughter would like to become a lawyer but Mr. and Mrs. P. have very little money and it would be difficult to support two children attending university. They decided to allow their son to go and not their daughter. They suggest to their daughter that she get a job in a law office for a year or two to see if she really wants to put in the 8 years of education necessary to become a lawyer. The son, meanwhile, will enroll in university. Their daughter feels this decision is completely unfair. How do you feel about their decision?
4. Mrs. A. is 36 years old. She has 4 children - ages 15, 14, 11, and 8. She has had a very hard life because her husband drinks away most of his pay cheque and is very abusive to her and the children. But things are beginning to look up for her because a few months ago she got herself a job. It doesn't pay much, but she can now provide a few extras for her children, herself, and her home. Besides that, it's a friendly place to work and she finds herself beginning to be more cheerful than she's been in years. Now she is dismayed to discover that she is pregnant. She wants to have an abortion. How do you feel about Mrs. A.'s decision?
5. Several studies have found that a housewife with 2 or more children works an average of 11 hours a day, 7 days a week for a total of 77 hours a week. If she were doing the same kinds of jobs outside her home, e.g. heavy cleaning, light housework, cooking, laundry, childcare, sewing, etc., she would be earning a fair amount of money. It has been suggested that housewives be paid a salary of \$70.00 a week by the government. How do you feel about this suggestion?
6. Miss N., who is 30 years old, is a brilliant accountant and an excellent worker. Mr. T., who is 36 and married with 3 children, is a competent accountant and a reliable worker, but he's not really as good as Miss N. is at the job. Both have worked for the same firm for five years and both have good relations with the rest of the staff. The position of comptroller of the company has just been vacated and both are in line for this promotion. The owner of the firm decides to appoint Mr. T. as comptroller of the company which gives him a substantial raise. In order to make use of Miss N.'s talents, he appoints her the comptroller's "special assistant" and gives her a small raise. The owner's reasons for his decision are: a) Mr. T. needs the extra money much more than Miss N. does; b) Mr. T.'s pride would suffer if a young woman were appointed his superior and consequently his work would suffer; and c) the rest of the people in the office, mainly women, would probably rather work for a male boss. How do you feel about the owner's decision?
7. Mr. and Mrs. M. both have full-time jobs. They have 3 children, a boy 14, a girl 12, and a boy 11. Mrs. M. needs help with the household chores so her daughter, each day, makes the beds, makes lunch for her brothers, and does the dishes after supper. On Saturdays she vacuums and dusts throughout the house, the boys take out the garbage and take turns with Mr. M. shovelling the walk in winter and cutting the grass in summer. Mrs. M. does all the rest of the housework - heavy cleaning such as washing floors, cooking, laundry, tidying, shopping, etc. How do you feel about this division of labour?

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Topic: Mass Media & Male-Female Stereotypes

Grade Level: 9 - 12

Objective:

To help students become more aware of how the mass media presents men & women in stereotyped roles.

Activity:

1. Have students read the daily newspaper - feature articles, news, advertisements, help wanted ads, etc., and discuss what kind of stereotyped picture is presented of women? of men? Give examples of TV commercials that portray the "housewife non-person" and the "husband non-person". Give examples of commercials that portray men and women as sex-objects (eg. the handsome man lying in bed, bare-chested, selling Mitchum deodorant). Do these portrayals make us feel inadequate. In what ways? Do you suppose that the intentions of many commercials is to make us feel inadequate so that we will buy their products? Are we falling for their "game plan for a life-style"? Should we be thinking of what kinds of things are really important to us? Give examples.
2. Television programs & movies can also be explored for their stereotyped portrayal of men and women.  
 eg. What kind of person is Edith in "All in the Family"?  
 What kind of person does Clint Eastwood portray?  
 What kind of women are featured in James Bond movies?  
 Give other examples and discuss.  
 All of these people are non-persons, or stereotypes.  
 How are they different from real people? What is a real person like?

Resource:

"Women as Dingbat", Mademoiselle magazine, July, 1972.

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Kevin and Michelle (boy-girl)

Grade Levels: 8 - 12.

Objective:

To discuss some of the problems that develop for a boy and girl as a relationship becomes more intense between them.

Activity:

1. Read the article "Kevin and Michelle" to the class.
2. Have the class discuss the following questions either in a large group or in small groups of four or five.
  - a) What might the opinions of the author of the article be in regards to:
    - 1) Kevin and Michelle's relationship?
    - 2) Kevin and Michelle's "tacit argument"?
    - 3) Bob's advice?
    - 4) Kevin's choice to go out with Sandy?
    - 5) Kevin and Sandy's relationship?
  - b) How does your opinion compare with those indicated in a).
  - c) If you disagree with Kevin's decision what do you think he should have done?
  - d) Allow some time for the groups to share with the whole group some of their ideas.

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KEVIN AND MICHELLE

Kevin, 17 years old, met Michelle at a "sock hop" eight months ago. It was after a football game, in which Kevin, as halfback, had scored the winning touchdown. He was esteemed, admired and envied that night. Almost all the girls wanted to be with him, but Kevin chose Michelle, a quiet, intense girl who seemed to possess a certain supportive strength. That night saw a change in Kevin's life. He stopped "playing the field", and began going out steadily with Michelle. Three months ago Kevin and Michelle began to "go steady" officially.

Their relationship was intense and involved, but not overly physical. They were physically attracted to each other; however, they seemed to agree tacitly that they should wait until the right time for sex. To the, the "right time" seemed to be after marriage; sex would be more meaningful then. But marriage was a distant prospect to both of them. After all, Kevin had four years of university ahead of him and Michelle would be beginning nurse's training in two months.

Kevin often talked the problem over with his best friend, Bob. It seemed that the intensity of Kevin and Michelle's relationship heightened Kevin's feeling of sexual frustration. Bob couldn't understand why Kevin didn't try to sleep with Michelle. Or at least, if Kevin didn't want to do this, "then why not take out one of those 'fast' girls who were always chasing him? Michelle didn't have to know. In fact, it would probably make the relationship less tense for both of them".

Three weeks ago, Kevin did take out Sandy. She was a 'fast' girl. At first, Kevin felt guilty, but, after a few beers, he convinced himself that this was best for all concerned. "After all, Sandy didn't care. She was enjoying herself. There would be no regrets. It would be a terrific night."

Michelle hasn't found out about that night. She has wondered why Kevin has been so sullen during the past three weeks. Kevin won't say. And yesterday he called Sandy again. They'll be going out this Saturday ...

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Inter-racial - Dating

Grade Level: 8 - 12

Objective:

To look at the area of prejudice as it affects boy-girl relationships during adolescence.

Activity:

Role-Playing.

ROLE-PLAYING SITUATION

Kathy is a 16-year-old junior in high school, an average student, moderately attractive, friendly and responsible. Miss Engelhard has seen her several times in the hall and at lunch with a boy from a racially different background. Today, she is in Miss Engelhard's room after school chatting about this and that but giving the impression that there is something she really wants to talk about. When Miss Engelhard conveys this impression to her, she says:

"Oh, yes! There is something I want to talk about. I don't know how to begin, I mean, I don't know how you feel about it. The trouble is, you know, I'm going with a boy. And he's a (Gentile, Jew, Negro, Indian, etc.). Mother says I shouldn't go with him, that it will only lead to trouble, but I don't see why. He's fun, and he's nice to be with. He's one of the nicest boys I've ever met. Some of my friends say they'll drop me if I keep going with him. I don't know what to think!"

Before role-playing, talk about the values, beliefs, and feelings which govern how Miss Engelhard will respond to Kathy. How will her own feelings affect her responses? Discuss the confusion which Kathy feels as she tries to find her way to her own values and beliefs.

Reference:

The Teaching Role in Counseling, Mary G. Ligon and Sarah W. McDaniel; New Jersey, Prentice-Hall Inc., 1970. pp. 146-7.

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The HomosexualGrade Level: 8 - 11Objective:

To discuss some of the possible causes of homosexuality and some of the problems of the homosexual in our society today.

Activity:

1. Have the class formulate a definition of a homosexual.
2. Divide the class into small groups and assign a topic to each group. Topics might include:
  - a) What might be some of the causes of homosexual inclinations?
  - b) What is the actual appearance of a homosexual?
  - c) What are some of the problems facing the homosexual?
  - d) Should homosexuality be considered as a crime punishable by law?
  - e) Should a person have the right to undergo an operation to alter his or her sex. Whose decision is it? Should an operation be legal?
3. Have each group report on its discussion to the large group.

Each student should be left to come to their own conclusion about how they feel about homosexuals.

References:

"Women Who Marry Women", Flora Rheta Schreiber, Pagant,  
Dec. 1966. pp. 48-54.

"What Turns Women to Lesbianism", Renate Wilson, Chateaux,  
Oct. 1966. pp. 31, 130, 131.

"Abnormal Psychology and Modern Life", J.C. Coleman; Chicago,  
Scott, Foresman and Company, 1964. pp. 392-400.

Prejudice and the Generation Gap

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UNIT V  
ITEM D.

Grade Level: Open, Jr. - Sr. High

Objectives:

To show how prejudice operates to break down communication and to increase the "gap" between generations.

Activities:

1. Bring pictures to class of various institutions, types of people, symbols, associated with the generation gap. These might include a well-dressed business man, a hippie, a school house, a policeman, the Queen, - Also, you could include words such as: - the good life; respectability; authority; flower power; thrift, hard work; obedience; make love, not war; marijuana.

Ask the students to compare the probable reaction of:

- a) An average 40 year old and
- b) An average 18 year old - to these questions and words.

Discuss how these reactions and responses are evidence of prejudice.

2. Compare the statements:
  - a) Negroes are an inferior race
  - b) Unshaired boys are drug users
  - c) People over the age of 30 are out-of-it

Discuss the process of exclusive categorization operating in these three statements. Do these statements have any basis in fact?

3. Write on the board, (with class assistance) some of the well-known prejudices of the two generations. These might be documented with articles, pictures, etc., from newspapers, magazines, or TV programs such as "All in the Family".

Examples include:

- a) Youth Prejudices - adults are materialistic, self-seeking and rigid, they are naturally prejudiced against young people, as people get older, they get more superficial and inflexible, the old values are out of place today, etc.
- b) Adult Prejudices - young people are not responsible, they are all drug users and engage in promiscuous sexual relations, they are selfish and inconsiderate, they have no respect for anything, etc.

Summary:

Discussion of these prejudices and the reasons for their existence should lead to better understanding of the generation gap and the communication breakdown and breakdown of understanding which it entails.

The discussions should eventually be directed towards consideration of how some of the prejudices may be overcome.

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UNIT VI

UNIT VI

CITIZENSHIP and GOVERNMENT

505

UNIT VI - CITIZENSHIP AND GOVERNMENT

ITEM A. - Canadian Government

601

Subject:

Levels of Government

Objective:

To be aware of the levels of government and the responsibilities of the various levels.

Format of

Activities:

Activity 1:

Levels of Government

Source: L. M. Larson

Time: 3 - 50 minute sessions as a minimum

- See Appendix A

Activity 2.

Guest speaker from each of the three levels of government:

Municipal: councillor

Provincial: member of the cabinet or a provincial department

Federal: member of Parliament

Source: L. M. Larson

Time: 3 - 50 minute sessions

Conclusions:

As appropriate

Related

Materials:

1. Any civics book

Origin:

L. M. Larson

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UNIT VIITEM A.

601

Subject:      Levels of Government

- Ask the group to list the levels of government that they know of.
- Write them down on a flip chart (should be federal, provincial and municipal)
- Break the group up into three smaller groups and assign each group one level of government to research the following information.
  1. Title of the head of that level of government.
  2. Responsibilities of that level.
  3. Where the money comes from to operate on.
  4. Who decides on the running of that level.
  5. What part does the ordinary citizen play at this level.
  6. Who can the citizen go to if he has something to praise or complain about.

UNIT VI

ITEM A.

602

Subject: Differences and similarities of the three levels of government.

Objective: To be aware of the ways in which the three levels of government are the same and ways which are dissimilar.

Format of  
Activities:

Activity 1: Comparison of the three levels  
Source: L. M. Larson  
Time: 2 - 3 fifty minute periods  
See Appendix A

Conclusion: As appropriate

Related

Materials:

1. Any civics book
2. Dawson, R. M., Democratic Government in Canada

Origin: L. M. Larson.

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UNIT VI

ITEM A.

602

Subject: Differences and similarities of the three levels of government

- Have the three groups (601) prepare a chart listing the similarities and differences of the three levels of government.
  
- Class discussion on the results of the research.

UNIT VI

ITEM A.

603

Subject: Applying for Naturalization papers

Objective: To know how to apply for naturalization papers

Format of  
Activities:

Activity 1: Speaker from Canada Immigration Centre,  
344 Edmonton Street,  
Winnipeg, Manitoba  
Telephone: 985-3702

Time: 50 minutes

Activity 2: How to Apply for Naturalization Papers.

Source: ABE...etc.

Unit I, pp 141 - 2, Topic IV, Activities #2, 4 - 7

Conclusions: As appropriate

Related

Materials: 1. ABE...etc.  
pp 144 - 5

Origins: 1. ABE...etc.

UNIT VI

ITEM E. # Voter in an Election

604

Subject: Importance of voting.

Objective: To be aware of the importance of the voting privilege.

Format of  
Activities:

Activity 1: Importance of voting

Source: ABE...etc.

Unit II, p 146, Topic I, Activities #1, 3.

Conclusions: As appropriate

Related

Materials: 1. Newspaper clippings on the latest provincial election

2. ABE ....etc.

pp 144-5

Origin: 1. ABE...etc.

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UNIT VI  
ITEM B.  
605

Subject: Political Parties

Objective: To be aware of how best to utilize the right to vote.

Format of  
Activities:

Activities

1 - 5: Political Parties  
Source: ABE...etc.  
Time: Approximately 50 minutes, for any activity.

Conclusions: As appropriate

Related

Materials: 1. ABE...etc.  
pp 144-5

Origin: 1. ABE...etc.



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UNIT VI

ITEM B.

606

Subject: Voter Registration

Objective: To be aware of how to register as a voter.

Format of  
Activities:

Activities Voter Registration

1 - 4: Source: ABE...etc.

Unit II, p 147, Topic III, Activities 1 - 4

Time: Approximately 50 minutes for any activity

Conclusions: As appropriate

Related 1. ABE...etc.

Materials: pp 150

Origin: 1. ABE...etc.

UNIT VI

ITEM B

607

Subject: Choosing a candidate

Format of  
Activities:

Activities

1 - 3: Choosing a Candidate

Source: ABE...etc.

Unit II, pp 147 - 8, Topic IV, Activities 1 - 3

Time: Approximately 50 minutes for any activity

Conclusions: As appropriate

Related

Materials: 1. ABE...etc.  
p 150

Origin: 1. ABE...etc.

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