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

Developed under the direction of

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

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

Bulletin No. 058-70
FOREWORD

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

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

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

John W. Melcher

Administrator and Assistant Superintendent
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A Perspective

A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded represents a conceptualization in curricular planning and implementation involving over 250 of the state's special education teachers. It further reflects the combined and integrated efforts of 19 curriculum study committees organized at the local district, county, and university levels under the auspices of the Division for Handicapped Children of the Wisconsin State Department of Public Instruction. Over a period of five years these curriculum study groups considered the characteristics and needs of the mild and border-line retarded, their interests and society's requirements, their abilities and their limitations. This study of the educable mentally retarded took place and was developed within the frame of reference of the persisting life situations or needs curriculum model. This curriculum model was perceived as being the most appropriate and flexible approach for the organization of the instructional program and society's requirements, their abilities and their limitations.

This curriculum guide places emphasis and stress upon the content considered appropriate for the educable retarded as we enter the seventh decade of the twentieth century. Usage and evaluation of this curriculum will determine its educational relevance, appropriateness and required modifications.

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

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

The sections on the actual curriculum content which follow maintain this more positive point of view and are designed to optimize learning. Emphasis is on a successful educational program for the retarded and on the academic and social behaviors which the retarded can achieve and be expected to attain.

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

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

Organization of Curriculum Committees

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

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

In the fall of 1962 Bulletin Number 20 - An Invitation...
to Participate in Developing a Modern Curriculum for Retarded Children was disseminated to all special educators in local school systems having directors of special education and sufficient numbers of staff to feasibility form working curriculum study groups. The response to this invitation was quite gratifying with over 150 teachers and leadership personnel expressing a desire to volunteer their services in the production of an EMR curriculum guide. An additional 120 to 150 special educators in smaller school districts have further contributed to the related and parallel projects of creating a number of accompanying resource guides. These resource guides are based upon the persisting life situations curriculum model and are designed to suggest ways of implementing the major areas and sub-objectives of this parent curriculum guide. Thus, from inception to publication, some 250 or more special educators and leadership personnel have been involved in one way or another in this statewide project.

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

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

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

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

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

**STATE EDUCATIONAL AGENCY ACTIVITIES**

As each local committee completed its section of the curriculum guide the rough drafts were transmitted to the state educational agency. Further editing was accomplished at the state level. A federally funded Title VI project permitted the Bureau for Special Education to procure the services of a highly qualified publications specialist, Mr. Paul Zagorski, during the 1966-69 school year. Mr. Zagorski had the monumental task of coordinating, articulating, and in some instances rewriting, the contributions from the field in order to provide for internal and external consistency throughout the curriculum guide. His efforts in this project are to be commended. Acknowledgements are also in order in recognition of the clerical and typing assistance provided by Miss Gail Coyle in developing the final manuscript for publication.

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

Kenneth R. Blessing, Ph.D.
Director, Bureau for Special Education
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**NOTE:** Any omissions or errors are sincerely regretted.
Persisting Life Objectives for the Educable Retarded

And

The Curriculum Guide

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

Fundamental Purposes of Education

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

1. Self-Realization
2. Human Relationships
3. Economic Efficiency
4. Civic Responsibility

In order to clarify the selection of the persisting life needs curriculum model in this statewide project, it is necessary to understand the more specific objectives generally ascribed to by the public schools have been derived from the work of the National Education Association.¹


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

It was recognized that how and what the child learns in school will vary as a function of many fundamental factors such as genetic endowment, maturational level, emotional development, physical health and vigor, maturation and drive, prevailing attitudes, dominant interests, socio-economic status and the quality of the cultural milieu especially in the early formative years. Because of the complex multivariate functioning of such a network of factors affecting the learning process, the broad extent of variability in the resulting educational and social achievement of any random group of children of any age is a major consequence and concern for any educational, planning, organization, method and curriculum. It places a very complex and demanding responsibility upon the public schools...
of this nation. Nonetheless, the curriculum-builders in this project expressed an abiding faith in the public schools as the primary societal institution for achieving the fundamental purposes of education in a democracy. Special education for the retarded is considered to be one direct and observable expression of this prevailing belief that the public schools in this state can accomplish their fundamental goal of equalized educational opportunity for all.

Varying Curricular Patterns

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

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

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

Separate Subjects Approach

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

Subject Fields Approach

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

Broad Areas Approach

Curriculum designs which are developed around broad areas of living or around the major social functions commonly cut across subject matter fields and are referred to as broad areas. In some of these approaches the curriculum is organized so as to incorporate every major aspect of life, e.g., one phase might include the protection and conservation of life, property, and natural resources. In others there may be broad preplanned units which relate to pupils' personal needs and some to the world in which they live, e.g., school living or leisure time and recreation. Ordinarily these units do not necessarily contribute to all major areas of living in any one year. In special education curriculum design, the units of work based on real-life experiences which were advocated by Christine Ingram in the late '30's reflect this broad areas emphasis.

Needs or Problems Approach

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

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

Definitions of Curriculum Terms

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

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

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

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

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

This needs or problems approach is noteworthy in that it utilizes units of work based upon the persisting life needs and functions of the individual, functions which persist throughout the life of the retarded in our culture. In addition to incorporating the persisting life functions and the unit approach of Ingram, it
also does not neglect the tool subject areas, encompassing the skill subjects in a balanced fashion and in developmental progression in relation to the developmental and maturational needs of the learner. Readily identifiable within each persisting life function are the expectancies, behaviors and skills viewed as essential to their successful performance. The behaviors and skills which are identified as being necessary to achieve any recurring life function at any stage are viewed as proficiencies in subject matter. Further, these curriculum-builders used a spiral approach in curriculum development, i.e., the expectancies, behaviors and activities range from the relatively simple to the abstract in sequential order from the primary through the secondary level in keeping with the slower intellectual maturational of the educable retarded.

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

**PERSISTING LIFE FUNCTIONS**

1. Learning to Communicate Ideas (3 R's) involves the essential habits, attitudes and skills that are commonly referred to as speaking, listing, reading, writing and arithmetic.

2. Learning to Understand One's Self and to Get Along with Others involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

3. Learning to Travel and Move About involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighbourhood, within the city and to distant places, whenever the need arises.

4. Learning to Handle and Adjust to One's Social, Technological and Physical Environment involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.

5. Learning to Keep Healthy involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

6. Learning to Live Safely involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

7. Learning to Earn a Living involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

8. Learning Homemaking involves the essential habits, attitudes and skills necessary for the feeding, clothing and housing of oneself and one's family.

9. Learning to Manage One's Money involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

10. Learning Wise Use of Leisure Time involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

11. Learning to Appreciate, Create and Enjoy Beauty involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).

12. Learning to be a Responsible Citizen involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

*The Persisting Life Functions Curriculum Model*

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

*See Figure 1 on next page*

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

In essence, the special educator's task is to relate the persisting life needs to the expectant environment and at the particular readiness level of the individual retarded child. Group instruction can be facilitated through the use of center of interest units, but within the context of group instruction, individualized teaching is imperative if the recurring and persisting life functions of the retardate are to be successfully carried out. In the model, the persisting life function of learning to communicate ideas is shaded to illustrate this concept of a communication need being experienced at any chronological age (sequence) within the expectant environment (scope). Communication, either gesturally, verbally or in printed form, then becomes a persistent life situation, a recurring function required of the individual living in a democracy. It is a requirement which persists throughout the retarded individual's life. When this need is adequately met and resolved in a concerted fashion, this achievement represents attainment of one of the major objectives of the curriculum and a desirable outcome of the special education program.
**FIGURE 1**

**THE PERSISTING LIFE SITUATIONS CURRICULUM DESIGN**

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

1. Individual
2. His role in the family
3. And in the community

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

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

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

Persistent Life Situations are:

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

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

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

Accompanying Resource Guides

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

See Figure 2 on next page.

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

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

- Bulletin 21-B Primary Level Resource Guide for the EMR
- Bulletin 21-D Secondary Level Resource Guide for the EMR

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

FIGURE 3 continues on bottom of next page.

P.L.S. #3

Primary

Aims

(1) Follows simple directions and understands need for directions

(2) Recognizes familiar landmarks in travel

B. Begins to learn the fundamentals of moving about

Center of Interest Units

Directions or traveling in school and the adjoining neighborhood

Introductory Discussions

Trips

Thru the school building

Thru the school grounds

Thru the neighborhood visiting other schools, churches, stores, parks, etc.

Landmarks in school and in the neighborhood

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

P.L.S. #8

involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

Secondary

A. Understands the development of family relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Understands the development of homemaking habits and skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Child care methods

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

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

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

Language Arts

Discussion

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

Read
Road signs
Street signs

Recognize and Verbalize
Road signs
Street signs

Number Concepts

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

Related Activities

Making of travel book with pictures of safety signs, maps, drawing of landmarks, time schedules, etc.
Build model of school and or community in sand box or with toy buildings and cars
Nursery rhymes or songs about traveling
Dramatizations of proper behavior while traveling
Since unit teaching receives considerable emphasis in this curriculum design and in the daily instructional program, it may be appropriate at this point to consider the relationship of unit teaching to the resource guides and to the overall curriculum design. The curriculum-builders, perceive this state curriculum guide as presenting a general, broad framework within which to organize the daily, weekly and monthly instructional program. As a frame of reference it allows for local flexibility and implementation permitting the incorporation of locally developed materials of instruction. These may take the form of locally developed resource guides which, in turn, may provide sub-topics or teaching units which may be selected by the instructor as appropriate in meeting the persisting life needs of the slow learner.

A resource guide, in this context, has been operationally defined by Hanna et al. as a collection of resources related to a broad topic and organized in a functional way for use by the classroom teacher. As an example, a Resource Guide on Travel may include a series of teaching units or sub-topics on such areas as: Travel in Our Neighborhood; in Our City; in Our State; The Bus; The Railroad Station, etc. Wisconsin's resource guides may be characterized as being broader and more inclusive in nature, i.e., they are referred to as Primary, Intermediate and Secondary Resource Guides per se.

Center of Interest Units

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

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

**Figure 4**

**FIGURE 4**

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

Activities

Wisconsin's resource guides departed from the traditional organization based on subject matter designation and were organized format-wise around the twelve persisting life functions. It should be recognized that arbitrarily placing a unit under a specific persistent life function creates an artificial dichotomy between objectives. Similarly this curriculum guide has been organized around each persisting life function. While this isolation of each major objective may be helpful in clarifying for the teacher the needs of the retarded in each life situation area, it tends to cloud the point that the retarded individual does not encounter each life situation as a separate and isolated entity. In real life the retarded student is daily confronted with recurring situations, problems and needs which require the successful performance of a number of life functions. The retarded individual must be able to draw upon the learnings, resources and appropriate behaviors from several persisting life functions. This concept needs to be kept in mind by special educators using the curriculum guide, planning units and implementing these units in the classroom. This is the point at which local inservice study and consideration of this curricular approach is essential. Since not all special
educators in the state participated in this curriculum venture, leadership assistance and inservice help will be needed to effectively utilize this curriculum and the accompanying resource guides.

A Systems Approach to Unit Instruction

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

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

<table>
<thead>
<tr>
<th>GENERAL OUTCOMES (Persisting Life Objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETAILED OUTCOMES (Sub-objectives)</td>
</tr>
<tr>
<td>C.A. 6 - 10 - Primary</td>
</tr>
<tr>
<td>1. Learning Homemaking</td>
</tr>
<tr>
<td>2. Learns to Understand the Environment</td>
</tr>
<tr>
<td>3. Learns to Live Safely</td>
</tr>
<tr>
<td>4. Learns to Communicate Ideas</td>
</tr>
<tr>
<td>5. Learns to Enjoy Beauty</td>
</tr>
<tr>
<td>1. Learning Homemaking</td>
</tr>
<tr>
<td>a. Helps at home</td>
</tr>
<tr>
<td>b. Knows names, functions of different rooms in home</td>
</tr>
<tr>
<td>c. Recognizes different types of homes in neighborhood</td>
</tr>
<tr>
<td>d. Etc.</td>
</tr>
</tbody>
</table>

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

Learning Homemaking
a. Helps at home
   (1) Routinely disposes of garbage
   (2) Routinely dries dishes
   (3) Keeps his (her) room in order
   (4) Etc.
Actual teaching of the unit, The House I Live In, would follow with instructional emphasis being given to each of the specified sub-objectives. As indicated, the unit is construed as the teaching medium which moves the pupil's present level of learning and social behavior to the next level of desired behavior. Reinforcing techniques might be indicated, both in school and at home, to reward successive approximations towards the desired outcomes. Unit instruction involving multisensory and varied instructional techniques would be superior to a single channel approach. Group activities, discussion, role playing, use of audio-visual materials, field trips, etc. would be indicated in this instance.

One of the persisting life objectives to be treated in this unit at the primary level is Learning Homemaking. Reference to the primary face sheet for this persisting life function will reveal that Bulletin 21-B, Primary Level Resource Guide for the EMR contains a number of illustrative units concerned with the family and the home for teacher use. Some modifications will be necessary in order to localize this suggested instructional material.

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

A SYSTEMS APPROACH TO UNIT INSTRUCTION

FIGURE 5
Another example at the secondary level will serve to illustrate this systems approach and the coverage of a number of persisting life objectives in unit instruction. This secondary unit is concerned with How to Get a Social Security Number.

**Background**

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

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

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**PERSISTING LIFE FUNCTIONS AND SUB-OBJECTIVES**

**P.L.S. No. 1 - COMMUNICATING IDEAS**
- Functional Reading - read Social Security Form 5.
- Keeping personal records - use home and school records.
- Seeks help of authority - discover Social Security provides help with filling out Form S.S. 5.
- Uses travel aids effectively - discover how building directory is used
- Reads and writes for information - read bus time-table
- Improve skill in writing simple business letter
  - develop skill in writing and stating a question
  - develop skill in writing complete thought
  - improve word attack skills

**P.L.S. No. 6 - TRAVELING AND MOVING ABOUT**
- Be able to go to Social Security office via public transportation
- Be able to locate new Federal Building
- Be able to use automatic elevator
- Be able to contact home if lost

**P.L.S. No. 11 - MANAGING MONEY**
- Realize employer contributes equal amount to Social Security fund
- Realize part of wages over $150.00 per quarter is deducted for Social Security insurance.
- Realize that take-home pay is less than number of hours worked x rate per hour

**P.L.S. No. 12 - RESPONSIBLE CITIZENSHIP**
- Understand purpose of Social Security
- Develop responsible attitude toward contributing to own retirement insurance
- Realize need for care of Social Security card
- Realize need for changing name on records (marriage, adoption, etc.)
- Developing an appreciation for laws

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5Courtesy of Dr. Norman Nieten, Consultant to P.L. 88-166 Special Study Institute at Green Lake, Wisconsin, 1966 and Mrs. Ethel Martin, Teacher, Cincinnati Public Schools.
MULTI-SENSORY ACTIVITIES

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

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

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

Description of Program Content

Reading Experiences:
- divide key words into syllables
- add key words to picture dictionary
- read bus schedule
- read directions on elevator
- read directions on public telephone
- read key street names
- read names of key buildings
- locate Social Security office on building directory
- read Social Security Form 5.

Art Expression
- make model of downtown street layout with landmarks

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

Trips:
- visit the Social Security office

Demonstrations:
- how to get a bus transfer
- how to use an automatic elevator
- how to use a bus schedule
- how to use a building directory
- how to use a public telephone

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

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

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

Clinical Teaching in the Curriculum Design

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

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

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

Summary

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

References


WE ARE IN ROOM 208.
A Learning Approach to Behavior Development

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University of Wisconsin

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

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

Emphasis in a successful educational program for the educable mentally retarded must be a positive one. The major behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment. To insure a positive orientation, a workable behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment. To insure a positive orientation, a workable behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment. To insure a positive orientation, a workable behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment. To insure a positive orientation, a workable behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment. 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To ensure a positive orientation, a workable behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion, and punishment.

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

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

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

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

Evaluation

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

*Terms such as deficit, deficiency and disability are all vicious concepts. These emphasize the negative components of a child's developmental level and in a real sense are derogatory and dangerous as we are prone to use them to explain the limited behavioral development instead of searching for environmental deficits which may be impeding learning. A positive approach would merely describe the behavior as it exists and seek to design a program which would facilitate further development. A pertinent question in this respect appears to be, "What is gained by adding another label to the child who is having difficulty enough?" The descriptive term that children differ appears to be sufficient.
behavioral limitations should be translated into present behavioral characteristics. As an example of the deficiency orientation, it might be said that a child has a short attention span, shows little persistence or does not respond to visual stimulation for extended periods of time. The positive approach, instead of emphasizing what the child cannot do, would merely describe the child in terms of his present behavioral characteristics. In illustration, this child, under certain circumstances will engage in certain behavior; this child will attend to and interact with the instructional environment for up to five minutes at a time; this child responds better to auditory stimulation than to visual stimulation in the typical teacher-student relationship. Knowing these and having knowledge or hypotheses about how learning is best promoted, the teacher is then in an optimal position to devise a program which will result in systematic growth and development.

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

INTELLIGENCE TEST DATA

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

ACHEIEVEMENT AND DIAGNOSTIC TESTS

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

OBSERVATIONAL DATA

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

REINFORCING CONSEQUENCES

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

PROGRAM OBJECTIVES

The evaluation data form the basis for the specification of reasonable program goals for the retarded student. Such goal setting should be developed in every area of behavior development and should be stated in small units of time and related specifically to the program that is presented day by day to the student. Such goal setting is an end result of an integrated process based on a variety of factors, including intelligence test data, history of rate of behavior change in similar areas, type of materials, nature of instructional program, level of skill development at initiation of program and the nature and manner of reinforcement procedures.
The set of experiences provided the retarded student throughout the day, week and semester must be designed to meet the persisting life behavioral goals which have been set. This requires that the daily instructional program, whether in the area of teaching the child word recognition or of facilitating appropriate peer interaction, be so organized and presented that each experience adds to the development of the child. If every experience in the program does not contribute to the growth and development of the child then the legitimacy of these as meaningful elements of the program must be questioned. This requirement places a strenuous responsibility on the teacher as she must continually evaluate the effectiveness of her content and teaching methodology in promoting the program goals. The program experiences must not only be intimately related to the program goals and persisting life objectives but also must not be too easy or too difficult to impede continuous growth. In either case, appropriate progression toward the program goals is not evident. Just as much damage can be done to the child when the program is too easy as when the program is too difficult.

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

### Figure 6
**A SYSTEMATIC APPROACH TO DEVELOPMENT OF CLASSROOM PROGRAM FOR THE RETARDED**

1. Objective Description of Present Behavior Characteristics
   - (What do we wish him to do?)
2. Specification of Instructional Program Objectives
   - (This is what he should learn.)
3. Description of Behaviors to be Developed or Otherwise Modified
4. Description of Program Methodology
   - (This is how the program will be presented.)
5. Objective Evaluation of Program Effects
   - (Is the child learning satisfactorily?)
6. Modification of Program Content and/or Methodology

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Circumstances Which Facilitate Learning

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

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

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

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

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

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

6. Although repetition in itself does not insure learning and effective retention, repetition that results in reinforcement does strengthen behavior. This repetition to the point of overlearning should not be restricted to the initial learning experience. Once a behavior is in the student's repertoire, it should be made of this new behavior in a variety of experiences and settings. This improves both retention and transfer.
7. Learning and retention are facilitated when the materials involved are familiar and meaningful, e.g., when the associations to be formed are between familiar events. Familiar events should be used especially in teaching new concepts. Learning is facilitated whenever the retardate is able to apply distinctive verbal mediators to distinguish materials to be learned. When new materials are presented, the students should be prompted to apply verbal mediators to these materials.

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

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

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

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

12. Frequent review facilitates long-term retention.

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

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

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

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

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

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

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

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

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

22. Behavior which is reinforced will increase in strength (frequency of occurrence). This behavior principle requires that the program (1) does have reinforcing events available which will in fact influence a given student and (2) is organized in such a manner that the reinforcement is available following desired behavior. It should be noted that what is reinforcing to one pupil may not be reinforcing to another. Although social reinforcement in the form of praise, approval or attention is effective with some retarded children, these events show quick satiation effects or are rather unreliable reinforcing events for others, especially with those who
display highly disruptive and antisocial behavior patterns. Additionally the reinforcing effectiveness of a given event (e.g., smile, grade, attention, trinket, token, privilege, peer interaction) may vary considerably from time to time. Further, the reinforcing effectiveness of certain events can be influenced by conditions of deprivation and satiation. Learning will be facilitated best in that environment which has a wide range of reinforcing consequences. Those programs which depend solely on teacher approval and grades will have considerable difficulty in influencing the entire class in a positive manner. It is frequently noted that the retarded have “low motivation,” “limited interest” or a “poor attitude” toward learning. These behavioral characteristics are best dealt with by providing a varied program based on positive reinforcement.

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

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

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

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

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

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

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

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

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

CONCLUSION

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

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

Primary

A. Begins to become usefully acquainted with the receptive means of communicating
   (1) Listening with comprehension and discrimination
   (2) Observing with comprehension and discrimination

B. Begins to become usefully acquainted with the expressive forms of communicating
   (1) Using comprehension and organized speech
   (2) Using legible and organized written material

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

Center of Interest Units

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

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

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

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

Radio Use:
weather report
warning

Other Sounds:
baby crying
water boiling
laughing
buzzer

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

Introductory Discussions

Music box and novel musical instruments,
brought by children

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

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

Recorded demonstrations of sounds for identification and guessing

Discussion of experience: with sounds

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

(2)
OBSERVATION WITH COMPREHENSION AND DISCRIMINATION

The Child

The Family

The Community

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

Bulletin board displays of pictures of children
Children's activities
Children's responsibilities
Show films on family life
Observe family dress for seasons, for other occasions
Observe relationship in the family
Field trip around the school to note the neighborhood
Games for visual discrimination and comprehension ex. signals
Language Arts

Read short stories
Reproduce sounds of animals at the zoo
Identification of the sounds of farm animals
Sound drills for hearing sounds and pronunciation

Discussion about telephone, door and water sounds
Experience Charts with pictures of various band instruments
Listening and discussions of recordings: Peter and the Wolf, etc.
Dramatizations of ballads and stories, "I've Been Working on the Railroad," etc.

Number Concepts

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

Discussion:

Observation of pictures
Differentiate between objects in the picture-alike and different
Note characteristics of objects that facilitate discrimination and identification, i.e., color, shape, size
Observation of family activities and recreation
Types of literature used in the home
Cooperation of the family
Role of each individual
Observe attitudes
Observe safe living

Discussion:

Describe objects seen on field trips and classify
i.e., furniture, plants, animals
Observe different means of transportation
Reactions and observations of behavior

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

Related Activities

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

Play games that help in the observation of color
Make color chart

Music participation
Illustrate home activities
Illustrate family fun
Make safety posters

Collect articles from nature and classify, i.e., leaves, rocks, trees
P.L.S. #1
PRIMARY

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

Aims

(1) USING COMPREHENSION AND ORGANIZED SPEECH

Center of Interest Units

Communication through speech

Communicating through writing and organizing written materials

Introductory Discussions

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

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

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

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

Stories: Retelling, experience, dramatization, autobiography, original

Learn Common Courtesies
Introductions
Good Manners
Using the telephone
Use of intelligent questions

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

Planning of activities, parties, picnics, outings, programs

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

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

Trace & copy names & familiar words

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

Number Concepts

Learn numbers and number concepts
Number Stories

Counting:
   articles
   balls
   beanbags
   money—coin & paper

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

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

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

Ordinals:
   First, second, third, etc.

Simple Addition and Subtraction
   Page numbers
   Money symbols
   Write numbers in order
   Make the number words with symbols
   Telephone numbers
   Measure friend for height

Related Activities

Illustrations of Stories
Games and Riddles
Puppetry:
   Paper bag and Hand Type
Dramatization of Creative and other Plays
Pantomimes
Introductions
Telephone Conversations
Songs and Rhythmical Activities

Collect pictures and make titles
Draw picture of family and labeling
Make own spelling book or card file for spelling words
Make individual calendars
Make covers for scrapbook and workbooks
LEARNING TO COMMUNICATE IDEAS

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

(2) Developing ability to use legible and organized written materials

Intermediate

A. Develops knowledge of the receptive means of communicating
   (1) Observing with comprehension and discrimination
   (2) Listening with comprehension and discrimination

B. Develops ability to use the expressive forms of communicating
   (1) Developing ability to use comprehensive and organized speech
   (2) Developing ability to use legible and organized written materials

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

(1) OBSERVING WITH COMPREHENSION AND DISCRIMINATION

Individual
My actions

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

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

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

Center of Interest Units

Individual

Family:
Role as a listener in the family

Community:
Learning and acting properly through listening in the community

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

Introductory Discussions

Observation through visual aids:
- films
- filmstrips
- charts
- pictures
- posters
- maps
- murals
- graphs
- charts
- diagrams

Observing:
- Effective speech
- Effective communication through writing
- Correct manners
- Entertainment

Observe good group living in the neighborhood

Importance in listening to directions:
- Finding the way
- Making things

Listening for safety:
- To directions
- To sounds

Importance in listening for enjoyment:
- Music
- Literature
- TV, radio, etc.
- Self entertainment

Listening as a tool in learning:
- Attention in class
- At home
- For information

Listening in a group:
- Class discussion
- Family group
- When to listen
Language Arts

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

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

Observe:
- Use of library and reference materials
  - Index, table of contents
  - First letters and guide words in the dictionary
  - Finding c.f. answers and relevant data

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

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

Number Concepts

Arithmetic concepts in graphs and charts
Quantative concepts in the environment such as signs, recipes, counting objects
Building arithmetic language
- Pint, quart, etc.
- Labels in stores
- Newspaper ads
Making change
Occurrence of concepts in newspapers
Identifying likenesses and differences in pictures, etc.
Describing objects accurately and realistically
Learning how to find and use related materials

Listening to:
- Dictation and writing from it
  - Explanations
  - Learn new processes
  - Building of mathematical language
- To be able to do errands involving buying
- To deliver messages involving numbers
- To find costs
  - To be able to buy and make simple transactions

Related Activities

Individual:
- Observe to learn
  - Instruments in the orchestra
  - Positions in the orchestra
  - Band instruments
  - Positions in the band

Family:
- Observe to learn to appreciate works of art in a gallery

Community:
- Observe use of proper manners and behavior in group situations such as parties, etc.
- Re-enact scenes from a field trip and observe people's actions.

Music
- Listening to records, variations in music, rhythm patterns

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

Games
- Listening to follow directions
P.L.S. #1

INTERMEDIATE

Aims

(1) DEVELOPING ABILITY TO USE COMPREHENSIVE AND ORGANIZED SPEECH

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

Family:
- Communication of needs
- Family social relationships

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

(2) DEVELOPING ABILITY TO USE LEGIBLE AND ORGANIZED WRITTEN MATERIAL

Dictation—Children write exactly what teacher says

Practical Writing

Independent writing

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

Introductory Discussions

Display on bulletin board showing speaking situations

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

Dictation—Children write exactly what teacher says

Practical Writing

Independent writing

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

Culminating activity

Desire to make reading chart

Culminating activity

Use of newspaper or magazine

List rules for effective written communication

Announcement of room activities

Bulletin board of class work

Discussion
- The advantages of written communication

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

Family:
- Communication of needs
- Family social relationships

Arithmetic skill activities related to recitation of addition, subtraction, multiplication and division concepts, counting, time, measurement and money.
Language Arts

Phonics—Drill on producing all consonant sounds in order to give proper mechanical background for production of correct speech
Auditory training
Sound discrimination
Phonic games and stories

Build vocabulary for basis of communication
Use of dictionary

Telephone introductions
List rules for effective communication thru speech
Discuss different techniques of effective communication thru speech
Film strips
Movies

Read written essays or other written material
Discuss proper communicative techniques for getting a date, asking for a loan, applying for a job, asking directions

Repeating a story sentence by sentence orally then in writing

Writing original story

Grammar:
Sentence patterns

Punctuation:
Period, comma, question mark, exclamation point

Capital letters

Child's own name and others in class

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

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

Number Concepts

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

Recitation of mathematics concepts

Number chart
Association between word and number—5 = five

Counting items in pictures

Use of numbers in writing

Fill out questionnaireage, address, birthdate

Sentences using numbers

Report
How money was raised for funds or activities

Individual calendars
Postage

Related Activities

Physical Education games that require organization and explanation

Care of organs of speech and hearing as related to communication

Speaking situations adapted to classroom use

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

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

Dramatization by children

Describing a field trip

Labeling

Exhibits, books, bulletin board, pictures

Giving and repeating simple directions

Dramatization

Field trip to newspaper

Make silhouettes of classmates with written name underneath

Application for jobs

Puzzle letter for sick child

Directions

Greeting cards

Covers for scrapbooks or workbooks
LEARNING TO COMMUNICATE IDEAS

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

Secondary

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

B. Understands the expressive forms of communicating

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

Center of Interest Units

Individual
- Observing one's own behavior: movements, thoughts and feelings
- Tracing movements, thoughts and feelings to their sources
- Changing behavior thru observation and discrimination

Family
- Observing the members of the family and how behavior is formed by other family actions, words or obvious feelings
- What does the family expect of the son or daughter

Community
- School
- Social Activities
- Business
- Observing things and people at school: Classes, athletics, lunch, etc.
- Observing things, actions and people at dances, get-togethers, etc.
- Observing things, actions and people who work

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

Introductory Discussions

Developing higher awareness of listening
- Why we should be able to listen:
  - It is a social art
  - 45% of wakeful hours spent listening
  - Develops language facility
- How we categorize listening
  - Passive
  - Appreciative
  - Informative
  - Critical

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

A arithmetic skill activities related to oral directions in computation drill and problem solving.
Language Arts

Discussion:
- Grooming and self care
- Safety rules
- Emotions
- How to change

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

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

Writing:
- Characteristics of my family
- How can I improve my family?

Number Concepts

- Cost of services:
  - Telephone
  - Telegraph
- Cost of items:
  - Phonograph
  - Records
  - Radio
  - Dialing systems
  - Both telephone and radio or TV

Related Activities

- Demonstrations of good grooming and safety features
- Problem and answer hour devoted to each person's major problem and how others have solved it

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

- Have live job interviews with critique after each student is finished

- Listening to "mood" music

- Study various types of music

- Listening for style in spoken poetry

- Bulletin board display prominent radio-TV personalities

- Made tape recordings play back for critical evaluation

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

**SECONDARY**

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

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Arithmetic skill activities related to recitation and writing of addition, subtraction, multiplication concepts, counting by groups, drill and problem solving, time measurement and money.
Language Arts

Discussion:
- Speaking clearly
  - Pronouncing words
  - Pronouncing new words

Logical expression:
- No tangents:
  - Stick to discussion

Develop ability to ask questions

Discussion:
- Organizing a speech

Talking in an interview:
- Correct speed
- Good pronunciation
- Answering questions

Asking for or giving directions

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

Number Concepts

Marking number of wrong pronunciations

How many parts in a speech?

Conveying complex numbers

Telephone numbers

Related Activities

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

Public Speaking: each student chooses topic and delivers a speech

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

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

Scavenger Hunt: Class is divided into teams and team captain is given list of articles that he or she must tell team members to find. First team to bring all the items wins.
LEARNING TO UNDERSTAND ONE’S SELF AND TO GET ALONG WITH OTHERS

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

Primary

A. Begins to establish oneself as an accepted individual through awareness of “self”
   (1) Developing an awareness of the physical self
   (2) Learning to care for the physical self
   (3) Experiencing situations fostering development of a realistic understanding of personal strengths and weaknesses
   (4) Develops sense of emotional security

B. Begins to develop an appreciation for human fellowship
   (1) Experiencing an adequate family relationship
   (2) Beginning to develop adequate social relationships

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

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

Also see pages 84-90 for units on THE FAMILY AND THE HOME.
P.L.S. #2

PRIMARY

Aims

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

Center of Interest Units

Introductory Discussions

(1) AWARENESS OF PHYSICAL SELF

The human being

"I"

"Me"

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

(2) CARE FOR PHYSICAL SELF

Health
Foods
Grooming

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

(3) UNDERSTANDING OF STRENGTHS AND WEAKNESSES

Home and Family; as related to adequate family relationships

Pictures of things

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

(4) SENSE OF EMOTIONAL SECURITY

(To be emphasized in all school activities)
Language Arts

Discussion:
Of the parts of the body
Of what the body parts do
People from various countries

Write:
Label the body parts on a larger poster

Read:
Labels

Number Concepts

Count:
Toes
Fingers
Eyes
Teeth

Vocabulary:
Size and amount
Light and heavy
Tall and short

Measurement:
Height and weight
Finger plays

Discuss:
Schedule for meals, playtime, and bed

Measurement:
Height and weight

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

Count strengths and weaknesses
Add the lists that are compiled

Related Activities

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

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

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

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

Write and read:
Names of items used for grooming
Names of foods
Rules for health habits

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

Write and read:
List of things children can do
List of things children can't do
Chart story about what children like to do
List of things the children would like to do

Listen:
To teacher read story
To child read story

Discuss:
Schedule for meals, playtime, and bed

Measurement:
Height and weight

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

Count strengths and weaknesses
Add the lists that are compiled

Related Activities

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

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

Make scrapbook of things
We can do
We can't do
We would like to do
Make mural showing things children can or can't do
Make developmental chart showing things children can or can't do
Sing songs
Learn nursery rhymes and fables emphasizing assets and liabilities
Tape record speech
P.L.S. #2
 PRIMARY
 Aims

(1) EXPERIENCES FAMILY RELATIONSHIPS

(2) BEGINS TO DEVELOP SOCIAL RELATIONSHIPS

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

Family activities

Introductory Discussions

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

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

Bulletin board display of family activities and discuss
Discuss family tree

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

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

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

Write:
Rules at home

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

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

Manners:
Telephone
Table

Behavior in various social settings:
Restaurant
Bus
Shopping
Movies

Number Concepts

Count:
Number in family
Number of duties

Vocabulary:
Size and Amount terms

Number recognition:
Numbers in house number
Numbers in telephone book

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

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

Related Activities

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

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

Money:
Cost of items for party
Coins
Paper

Time:
For party
Days
Weeks

Measurement:
Calendar
Clock

Vocabulary:
Size and Amount terms
Many - few
Big - little
Comparative terms:
(small, smaller, smallest)
LEARNING TO UNDERSTAND ONESELF

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

Intermediate

A. Develops knowledge of establishing oneself as an accepted individual through awareness of 'self'
   (1) Continuing to learn about the physical self
   (2) Continuing to learn to care for the physical self*
   (3) Gaining a realistic understanding of personal strengths and weaknesses
   (4) Developing self confidence

B. Develops knowledge of appreciation for human fellowship
   (1) Experiencing adequate family relationships
   (2) Continuing to develop adequate social relationships

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

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

See Bulletin No. 21-C, pages 39-61, for suggested units on GOOD MANNERS and A CLASSROOM PARTY FOR PARENTS AND FRIENDS in this area.
P.L.S. #2

INTERMEDIATE

Aims

A. Develops Knowledge of Establishing Oneself as an Accepted Individual Through Awareness of “Self”

Center of Interest Units

Introductory Discussions

(1) CONTINUING TO LEARN ABOUT PHYSICAL SELF

Physical differences

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

(2) CONTINUE TO LEARN TO CARE FOR PHYSICAL SELF

Elimination
Respiration
Foods
Grooming
Posture
Physical Education
Rest and Sleep

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

(3) UNDERSTANDS PERSONAL STRENGTHS AND WEAKNESSES

Learning how to live with strengths and weaknesses

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

(4) DEVELOPS SELF-CONFIDENCE

(To be emphasized in all activities)
Language Arts

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

Read:
- Health items, materials, texts
- Labels

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

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

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

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

Read:
- Stories about famous people
- Five oral endings to incompleted short story problem read by teacher about strengths and weaknesses

Write:
- Autobiographies
  "What I would like to be"

Number Concepts

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

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

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

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

Related Activities

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

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

Tape record speech to develop strengths, etc.
- listen for errors
- Sing songs
- Hobbies and interests
- Dramatization of overcoming weaknesses
- Make individual personality charts
- Games of skill
- Keep charts of developing skills
- Learn individual exercises to strengthen weaknesses (to be carried on daily as recommended by medical authorities)
- Obtain diet sheets and practice habits of good nutrition
B. Develops Knowledge of Appreciation for Human Fellowship

Center of Interest Units

Introductory Discussions

(1) DEVELOP FAMILY RELATIONSHIP

You and your family

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

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

(2) DEVELOP SOCIAL RELATIONSHIPS

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

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

Write:
Stories about the family
Complete names of family members
Diaries of family activities

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

Write and read:
Original stories of why we need friends, or why I like them

Question box - write out:
Questions about unit for specific people to answer

Number Concepts

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

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

Related Activities

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

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

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

Secondary

A. Understands oneself as an accepted individual through awareness of "self" by
   (1) Understanding something about structure and function of the physical self
   (2) Understanding reasons for caring for the physical self
   (3) Accepting responsibility of perfecting strengths and in strengthening areas of weakness
   (4) Understanding self as an emotional individual and initiating mental hygiene methods to be more able to cope with emotional problems
   (5) Maintaining self-confidence

B. Understands appreciation for human fellowship by
   (1) Initiating activities that foster adequate family relationships
   (2) Accepting responsibility for developing adequate social relationships*

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

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

Also see pages 48-51 for units on WHAT MUST I DO TO KEEP A JOB? and VOCATIONAL GUIDANCE.
P.L.S. #2
SECONDARY

Aims

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

Understand something about structure and function of physical self.

(2) UNDERSTANDS REASONS FOR CARING FOR PHYSICAL SELF

Understands reasons for caring for physical self.

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

Accepts responsibility of perfecting strengths and in strengthening areas of weakness.

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

Understand emotional "self" and initiate mental hygiene.

(5) MAINTAINING SELF-CONFIDENCE

Maintaining self-confidence.

Center of Interest Units

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

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

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

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

Introductory Discussions

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

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

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

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

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

(To be emphasized in all activities)
Language Arts

Read:
- Stories of successful athletes

Discuss:
- Current sports events

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

Read:
- Newspapers ( mango ) reports relating to topic
- Find statistics regarding death rate of other countries
- About accidents involving use of alcohol

Read:
- Teen age stories
- Teen age newspaper columns
- "Help wanted" ads

Write:
- Letters
- Responsibilities of family members
- Acceptable behavior and its significance

Talks by qualified experts

Read articles on mental hygiene

Write future ideas about earning a living

Film on mental health habits

Number Concepts

Figure batting averages

Make graph showing scores of various sports events and athletes

Prepare and keep weight and height chart (of students)

Make a chart showing sizes of wearing apparel

Figure costs of:
- Hospital insurance
- Hospital expense
- Food
- Housing
- Clothing
- Heat
- Work loss as a result of illness

Obtain accident rates (and cost) of local industry

Compare rates of pay and other benefits of various jobs

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

Payroll deductions

Learn to count money and give change

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

Learn proper use of phone and directory

Write out job application

Dramatize a job interview

Make scrap book pertaining to job you like

Locate on city map transportation route to various industries

Collect and classify pictures of basic necessities

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

Join school clubs and music groups

Organize a hobby club

Participate in school drives

Make up ballots and hold an election

Learn how to conduct a meeting properly

Visit local museums, cultural centers, etc.

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

Take an all day train ride to some town and buy tickets, check departure and arriving times.
P.L.S. #2
SECONDARY
Aims

(1) ACTIVITIES FOR FAMILY RELATIONSHIP

B. Understands Appreciation for Human Fellowship
Center of Interest Units
Introductory Discussions

You and your family

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

(2) DEVELOPING OF ADEQUATE SOCIAL RELATIONSHIPS

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

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

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

Read:
- Family budgets
- Good manners
- Good food habits

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

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

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

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

Number Concepts

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

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

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

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

Related Activities

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

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

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

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

Primary

A. Begins to learn various ways to travel
   (1) Traveling by private vehicles
   (2) Traveling by public vehicles

B. Begins to learn the fundamentals of moving about
   (1) Follows simple directions and understands need for directions
   (2) Recognizes familiar landmarks in travel
   (3) Becomes familiar with simple maps and how to use them in travel
   (4) Learns appropriate social and personal behavior in travel

C. Begins to learn about sources of help for traveling
   (1) Learns need for schedules and punctuality
   (2) Learns appreciation of human relationships
   (3) Develops awareness of existing agencies

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


See Bulletin 21-B, pages 69-74, for suggested and illustrative units on THE SCHOOL BUS and PASSENGER PLANES in this area. Also see pages 16, 156 and 322 of this same publication.
P.L.S. #3
PRIMAR Y
Aims
(1) TRAVELING BY PRIVATE VEHICLES
   Bicycle
   Car
   Boat

(2) TRAVELING BY PUBLIC VEHICLES
   Bus
   Public School
   Train
   Airplane
   Taxi
   The Railroad Station
   The Bus Depot
   The Airport Terminal

A. Begins to Learn About Various Ways of Traveling

Center of Interest Units

Introductory Discussions

How do people travel by bicycle, car or boat?
How do people behave?

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

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

PRIMAR Y
Aims

(1) FOLLOWS SIMPLE DIRECTIONS AND UNDERSTANDS NEED FOR DIRECTIONS

(2) RECOGNIZES FAMILIAR LANDMARKS IN TRAVEL

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

(4) LEARNS APPROPRIATE SOCIAL AND PERSONAL BEHAVIOR IN TRAVEL

B. Begins to Learn the Fundamentals of Moving About

Center of Interest Units

Introductory Discussions

Directions for traveling to school and in the adjoining neighborhood

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

Landmarks in school and in the neighborhood

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

Studying simple maps of the school and neighborhood

What is a map?

Appropriate behavior in traveling

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

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

Spell simple words used in travel
Introduce simple names of cars, jet or propeller planes, etc.
Make alphabet book with learned words

Fill-in blank spaces in sentences using words of travel

Recognize and Verbalize:
- Different types of transportation
- Different types of cars
Slow-slower
Fast-faster

Number Concepts

Parts of Vehicles:
- How many wheels?
  - Bike
  - Car
  - Airplane

How many students have ever ridden:
  - Bike
  - Car
  - Airplane
  - Train
  - Boat

Speed:
- Miles
- Miles/hour

Language Arts

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

Read:
- Road signs
- Street signs

Recognize and Verbalize:
- Road signs
- Street signs

Writing:
- Make simple maps of school room, school, bus route or route taken to school and neighborhood
- List rules of good travel behavior
- Tell story about favorite visiting place or form of travel

Number Concepts

Ordinals: first, second

Counting streets, blocks, tickets

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

Terms of time: morning, afternoon, etc.

Related Activities

Draw pictures of different methods of traveling

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

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

Rhythmic experiences
- Play airplane perhaps with “runways” on the floor.
- Run-Run-Run

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

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

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

Nursery rhymes or songs about traveling

Dramatizations of proper behavior while traveling
P.L.S. #3

PRIMARY

Aims

(1) LEARNS NEED FOR SCHEDULES AND PUNCTUALITY

(2) LEARNS APPRECIATION OF HUMAN RELATIONSHIPS

(3) DEVELOPS AWARENESS OF EXISTING AGENCIES

C. Begins to Learn About Sources of Help for Traveling

Center of Interest Units

Introductory Discussions

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

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

Tourist or travel information:
- Telephoning
- Writing
- Talking

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

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

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

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

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

Spelling—simple travel words

Number Concepts

Problems involving transportation schedules
Time
Concept of A.M. & P.M.
House numbers
Floor numbers
Room numbers
Telephone numbers

Related Activities

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

Dramatizations—eating in a restaurant or dining car
Helping someone looking for directions
Using telephone to call home
LEARNING TO TRAVEL AND MOVE ABOUT

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

Intermediate

A. Develops knowledge about various ways to travel
   (1) Traveling by private vehicles
   (2) Traveling by public vehicles

B. Develops knowledge of the fundamentals of moving about
   (1) Following directions and planning trips
   (2) Reading maps and using landmarks

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

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

See Bulletin 21-C, pages 67-90, for suggested and illustrative units on TRAVEL BY TRAIN, PLANE AND BOAT in this area. Also see pages 27-28 of this same publication.
P.L.S. #3

INTERMEDIATE

Aims

A. DEVELOPS KNOWLEDGE ABOUT VARIOUS WAYS TO TRAVEL

Center of Interest Units

Introductory Discussions

(1) TRAVELING BY PRIVATE VEHICLES

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

The various aspects of the area we live in and what was seen while traveling
Different forms of traveling on trips: cars, planes, boats, trains, bikes, mobile homes, motorcycles and balloons
What is needed to take a trip with each of the above vehicles

(2) TRAVELING BY PUBLIC VEHICLES

School bus
Commercial vehicles

Appropriate behavior
Preparation for trips
Maps
Schedule information
Travel time
Clothes
Planning ahead

B. Develops Knowledge of the Fundamentals of Moving About

Center of Interest Units

Introductory Discussions

(1) FOLLOWING DIRECTIONS AND PLANNING TRIPS

Following directions
Planning trips

How to follow directions
Write down directions
Use landmarks
Ask help if not sure
Pupil report of family or individual trips
Planning detailed trips
Within area, town or city
Within county, state
Across country
Overseas

(2) READING MAPS AND USING LANDMARKS

Detailed map reading and use

What is a map?
Using a map when lost
Figuring miles
Locating areas and towns
Map symbols
Language Arts

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

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

Writing:
Town, street, park and landmark names

Recognize and verbalize:
Traffic signs

Language Arts

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

Read:
Travel books

Write:
Stories of trips: planning, money and actual experiences

Recognize and verbalize:
Towns and cities
States
Countries

Spelling:
Towns and cities, states

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

Number Concepts

Counting number of blocks, buses, etc.
Cost of fares
Figuring out travel time
Measuring distance
Computing gas mileage or gas needed

Related Activities

Cut out magazine stories and pictures and different forms of traveling

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

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

Related Activities

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

Making a travel scrapbook

Drawing pictures of traveling

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

Singing travel songs
The Happy Wanderer
Road to Anywhere
LEARNING TO TRAVEL AND MOVE ABOUT

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

Secondary

A. Understands various ways to travel
   (1) Personal travel with private vehicles
   (2) Personal travel with commercial vehicles
   (3) Effects of modern transportation on our world

B. Understands fundamentals of moving about
   (1) Travel at the community level
   (2) Travel away from home
   (3) Accomodations away from home
   (4) Appropriate behavior and safety precautions
   (5) Wardrobe for traveling

C. Understands sources of help for traveling
   (1) Agencies that help travelers
   (2) How money helps traveling

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

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

See Bulletin 21-D, pages 30'39, for suggested and illustrative units on MEXICO. A TRIP ACROSS THE UNITED STATES and READING ROAD MAPS IN OUR CITY, COUNTY AND STATE in this area. Also see page 29 of this same publication.
# P.L.S. #3

## SECONDARY

### Aims

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<td><strong>Introductory Discussions</strong></td>
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<td><strong>Center of Interest Units</strong></td>
<td><strong>Means of personal travel:</strong></td>
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<tr>
<td><strong>Bike</strong></td>
<td><strong>Bike licenses and safety precautions</strong></td>
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<td><strong>Car</strong></td>
<td><strong>Car travel: insurance, licenses, state motor laws</strong></td>
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<td><strong>Mobile homes or campers</strong></td>
<td><strong>Mobile home and camper laws</strong></td>
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<tr>
<td><strong>Responsibilities of personal travel</strong></td>
<td><strong>Learning how to drive, proper licensing, sufficient insurance, tollway driving</strong></td>
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<thead>
<tr>
<th>(2)</th>
<th>PERSONAL TRAVEL WITH COMMERCIAL VEHICLES</th>
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<td><strong>Advantages and disadvantages of commercial transportation</strong></td>
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<td><strong>Bus</strong></td>
<td><strong>Development of commercial transportation</strong></td>
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<td><strong>Plane</strong></td>
<td><strong>Possible jobs in commercial transportation</strong></td>
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<td><strong>Ship</strong></td>
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<td><strong>Subway</strong></td>
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<th>(3)</th>
<th>EFFECT OF MODERN TRANSPORTATION ON OUR WORLD</th>
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<tbody>
<tr>
<td><strong>Effects:</strong></td>
<td><strong>Detailed discussion of effects of transportation</strong></td>
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<tr>
<td><strong>Social</strong></td>
<td><strong>Possible future development of transportation</strong></td>
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<tr>
<td><strong>Economic</strong></td>
<td><strong>The concept of a mobile society</strong></td>
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<td><strong>Educational</strong></td>
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<td><strong>Political</strong></td>
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Language Arts

Discussion:
Responsibilities of private vehicle operation
Appropriate behavior

Read:
Articles and books on safety and car operation and insurance

Write:
Trip taken or desired

Discussion:
Travel information
Possible world trips

Read:
Travel brochures
Travel books

Write:
Letters to travel companies or airlines or trains requesting information

Discussion:
Future forms of transportation
Types of propulsion systems

Number Concepts

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

Related Activities

Panel discussion on safety features: those present now and those needed for the future

Policeman or driver training teacher to give talk on driver education, safety and other topics

Role playing of bad driving: drunk, asleep, talking or arguing with passengers, thinking of something else

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

Visitor to local commercial transportation company
Sociodrama of good and bad behavior

Each student develop full travel information on one spot they would like to visit

Writing Chambers of Commerce for information on own area as well as others

Miles to the moon and length of travel time

In-depth study of space travel with models of space capsules and future space travel
### B. Understanding Fundamentals of Moving About

#### Center of Interest Units

<table>
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<tr>
<th>Aims</th>
<th>Community</th>
<th>County</th>
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<td>Community Centers</td>
<td>Developing planning and moving skills</td>
<td>Important areas, buildings, maps, etc.</td>
</tr>
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<td>County</td>
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#### Introductory Discussions

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<td>Developing planning and moving skills</td>
<td>Gathering information and deciding on schedules, reservations, tickets, luggage, planned tours, depots and terminals, pets, car or trailer rentals, customs' practices, gathering information on length of stay, need for overnight accommodations, rentals, food, recreation, etc.</td>
</tr>
<tr>
<td>County</td>
<td></td>
<td>Good manners, safe behavior, what clothes to wear, planned activities, weather conditions, amount of luggage required</td>
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### C. Understanding Sources of Help for Traveling

#### Center of Interest Units

<table>
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<th>Gas companies and gas stations</th>
<th>Travel Agencies</th>
<th>Traveler's Aid</th>
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<td>What is the AAA?</td>
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<th>Aims</th>
<th>How to use and protect money while traveling:</th>
<th>How can we protect our money when we travel?</th>
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<tr>
<td>Traveler's checks</td>
<td>What is a credit card?</td>
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<td>Carrying cash</td>
<td>Traveler's checks?</td>
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<td>Credit cards</td>
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</table>
**Language Arts**

Discussion:
- Recreation, eating places, theatres, etc. in area
- County recreation, eating places, etc.
Read:
- Area and county history
- History of landmarks

Discussion:
- What is needed for a trip?
- How to pack clothes
Read:
- Restrictions on luggage, pets, etc., on commercial transportation

Discussion:
- How much clothing is needed and what type

**Number Concepts**

Computing age of events, landmarks, county, etc.

Figuring mileage between points in area or county

Estimating travel time and costs of trip

Computing gas mileage, weight limitations

Figuring customs duties

Computing room, food and recreation expenses

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

**Related Activities**

Field trips to landmarks or points of interest whenever possible

Make own maps for area and check with regular maps

Speakers on area, county or state history

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

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

**Language Arts**

Discussion:
- Where are AAA and Traveler's Aid located?
Write:
- Requests for information from AAA
What does a gas station have to offer to the traveler?
Write:
- To gas companies for maps and information
Discussion:
- How to find travel agencies
Write:
- For information from travel agencies
Also traveler's aid
Discussion:
- What is a Traveler's check?
- How does a credit card work?
- How can we protect our money and credit cards?

**Number Concepts**

Travel statistics and costs

Comparing costs between different gas stations

Comparing prices from different travel agencies

Keeping a record of all bills

Checking bills and interest charged to credit cards

Writing checks and keeping an account

Making payments

**Related Activities**

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

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

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

Month budget: Give each student monthly charges and bills and certain amount of money and let student develop budget abilities
LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

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

**Primary**

A. Begins to interact with the social environment
   1. Appropriate responses
   2. Appropriate manners
   3. Social experiences
   4. Cooperative enterprises

B. Begins to interact with the technological environment
   1. Common tools
   2. Household tools
   3. Common instruments of communication
   4. Common means of transportation

C. Begins to interact with the physical environment
   1. Atmospheric conditions
   2. Becomes acquainted with surface features of the local environment
   3. Becomes aware of the universe
   4. Participates in various experiences involving plant and animal life
   5. Reacts appropriately to various signals

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

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

P.L.S. #4
PRIMARY

Aims

(1) APPROPRIATE RESPONSES

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

Introductory Discussions

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

(2) APPROPRIATE MANNERS

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

Introductory Discussions

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

(3) SOCIAL EXPERIENCES

The Store
Transportation
Holidays - Halloween, Thanksgiving, etc.

Introductory Discussions

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

(4) CO-OPERATIVE ENTERPRISES

Home, Family and School

Introductory Discussions

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

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

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

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

Write:
List of "magic" words

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

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

Write:
Places to go
Kinds of stores
Good manners

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

Write:
List of classroom duties
List of classroom rules

Tell:
Things we can do to help others
Show and tell

Number Concepts

Count:
Number of people

Related Activities

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

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

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

Count the kinds of things to do
Size & Amount terms:
Big store - little store
Money types
Paper - coin; value
Location
First - last; begin - end; etc.

Count:
Children; jobs in the classroom

Time:
Days of the week
Time to perform duties - morning, afternoon, etc.

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

"assembly line" type craft activity
# B. Begins to Interact with the Technological Environment

## Aims

<table>
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<th>(1) COMMON TOOLS</th>
<th>(2) HOUSEHOLD TOOLS</th>
<th>(3) COMMON INSTRUMENTS OF COMMUNICATION</th>
<th>(4) COMMON MEANS OF TRANSPORTATION</th>
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<td>Phone</td>
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<td>Radio, etc.</td>
<td>Train</td>
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## Introductory Discussions

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

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

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

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

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

Write:
Names and duties
Schedule for performing duties

Read:
Names and duties

Discussion:
Kinds of tools found in house
The uses of various tools

Write:
Names of the tools

Read:
Chart story about tools in the house

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

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

Message Passing Activity:
Speaking clearly

Number Concepts

Time:
Days of week; schedules, promptness (concept of)

Count:
Amount of equipment

Vocabulary:
Place and position terms
under - over, bottom - top,
Comparative terms
big - small, short - long
Measurement:
Acquaintance with ruler; yardstick

Read:
Names and duties

Related Activities

Sort tools into groups
Play with building blocks
Decorate boxes used for storage of materials
Make a chart with list of duties - when and who
Make a gift for parents
Sing a song of tools

Creative play using household tools
Collect pictures for notebook or household tools
Make a one-dimensional house, pasting in pictures of various tools in appropriate rooms

Collect pictures of communication tools
Make scrapbook of communication tools
Creative play:
On telephone
TV story (show)
Tape record stories

Creative play - act out bus trip
Make a mural
Build a car, plane, etc.
Collect pictures for scrapbook
Sing songs about cars, boats, trains, etc.
Build road system

Related Activities

Sort tools into groups
Play with building blocks
Decorate boxes used for storage of materials
Make a chart with list of duties - when and who
Make a gift for parents
Sing a song of tools

Creative play using household tools
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Creative play - act out bus trip
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Build a car, plane, etc.
Collect pictures for scrapbook
Sing songs about cars, boats, trains, etc.
Build road system

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C. Begins to Interact with the Physical Environment

Aims

(1) ATMOSPHERIC CONDITIONS
Weather:
Rainy, snowy, etc.

Seasons:
Autumn
Winter
Spring
Summer

(2) THE LOCAL ENVIRONMENT
The Classroom
The School
Where it is
What it looks like
The Neighborhood

(3) THE UNIVERSE
Earth and Its Neighbors

(4) PLANT AND ANIMAL LIFE
Our Plant Friends
Trees, grass, flowers, etc.
The Farm
Pets & Their Care
Our Animal Helpers
Cows, horses, etc.
The Zoo

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

Center of Interest Units

Introductory Discussions

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

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

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

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

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

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

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

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

Number Concepts

Size & Amount terms:
Many - few
High - low
Short - long
More - less, etc.

Time terms:
Day - night
Today - tomorrow -
yesterday
Month - week - year

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

Discussion:
What things are seen around the room;
school; neighborhood

Write and Read:
Chart story about walk around school;
neighborhood

Safety in travel -
List of safety rules

Discussion:
Earth’s composition - land; water; etc.
The Sun’s function - light; heat
Earth’s neighbors

Write and Read:
Chart story about earth and its
neighbors

Discussion:
Various kinds of animals
What they do
How we use them

Write and Read:
Chart story about trip to farm; zoo

Listen:
To stories read by teacher about plants and
animals

Tell:
About pets and their care

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

Write and Read:
List of signs and signals
Behavior appropriate to signs and signals

Related Activities

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

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

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

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

Make warning signs
Play a game involving behavior in response to
signs
Sing songs involving auditory recognition of
signals
Play matching game with signs
LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

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

Intermediate

A. Develops ability to interact with the social environment
   (1) Learns reasons for appropriate responses
   (2) Learns value of appropriate manners
   (3) Learns more social experiences
   (4) Learns the value of cooperation
   (5) Learns to interpret the responses of others

B. Develops ability to interact with the technological environment
   (1) Becomes acquainted with tools and sources of energy
   (2) Begins to select and use appropriate tools
   (3) Begins to use household tools
   (4) Begins to use common instruments of communication
   (5) Begins to use common means of transportation

C. Develops ability to interact with the physical environment
   (1) Adjusts to atmospheric conditions
   (2) Expansion of local environment
   (3) Exploring the universe
   (4) Plant and animal life
   (5) Reacting to signals

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

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

### Aims

#### (1) REASONS FOR APPROPRIATE RESPONSES

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

#### (2) THE VALUE OF APPROPRIATE MANNERS

- Good Manners
- Courtesy
  - In speaking
  - In doing
  - In writing

#### (3) MORE SOCIAL EXPERIENCES

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

#### (4) THE VALUE OF COOPERATION

- Cooperation:
  - At home
  - At school
  - At play
  - At work

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### Center of Interest Units

- Introductory Discussions

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

**The Value of Appropriate Manners**
- See film on Courtesy
- Bulletin board display of pictures of children cooperating
- Present a sociodrama about courtesy

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

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

**Discussion:**
- Services the various people perform in relation to pupil's needs.
- Distinguishing characteristics of various public servants.
- Equipment used by the public servants.

**Read and Write:**
- Chart story about the various helpers.
- List of jobs which the parents have.

**Spell:**
- Words in the unit.

**Listen:**
- Stories read by the teacher.
- Pupils tell about parents' jobs.

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

**Write and Read:**
- "Thank you" notes.
- Invitations.
- Simple letters and cards.

**Listen:**
- Without interrupting.
- For inclusion and exclusion of appropriate manners.

**Discussion:**
- Appropriate behavior and attire.

**Write and Read:**
- List of social settings.
- Appropriate behavior - rules of behavior.
- Chart story about class trip.

**Tell:**
- About personal experiences in various social settings.

**Discussion:**
- Characteristics of a cooperative person.
- The value of cooperation.
- Situations in which cooperation is a part of the class.

**Write and Read:**
- The characteristics of cooperativeness.
- Chart story about value of cooperation.
- Story from book illustrating cooperation.
- Classroom duties.

### Number Concepts

**Count:**
- Kinds of public servants.
- Kinds of equipment.

**Vocabulary:**
- Size & Amount terms.
- Comparative terms.
- Computation based on situational problems.

**Time and dates:**
- Length of visit - how long to stay and the interval before which to write a "thank you" note.

**Number recognition:**
- Addresses, telephone numbers, room numbers.

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

**Time:**
- Minutes, hour, half-past, tomorrow, week, etc.

**Measures:**
- Clock, watch, calendar, etc.

**Money:**
- Penny, nickel, dime, etc.
- Pay, price, admission, etc.

**Compute:**
- Cost of various activities.
- Cost of transportation.
- Amount of food for party.

**Distance:**
- Schedule for performance of classroom duties.
- Dates on calendar.
- Budgeting of time.

**Money:**
- Counting money collected in fund drive.
- Budgeting.

### Related Activities

**Dramatizations with students responding to public helpers.**

**Creative play depicting the roles of various community helpers and the proper responses to them.**

**Trips to various locations: stores, post office, doctor's office, etc.**

**Make a scrapbook of the community helpers and protectors.**

**Make a mural depicting the jobs of the parents and the role of the various community helpers.**

**Socio-drama of situations which require the use of manners.**

**Trips to various places to practice using good manners: theater, museum, restaurant, etc.**

**Send letters and cards.**

**Have a classroom "host" and "hostess".**

**Mural showing various social experiences.**

**Make a scrapbook of pictures of various activities.**

**A map of city showing places for social experiences.**

**A bulletin board display of proper attire for various social settings.**

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

**Have classroom dance and/or party.**

**Free play in cooperative games.**

**Supervised cooperative play.**

**Dramatization of experiences relative to cooperation.**

**Mural depicting cooperative activities.**

**Craft activities involving cooperation.**

**Children bring to class an item as part of a larger project.**

**Fund drive.**

**Performance of classroom duties.**

**Scrapbook correlated with units.**
P.L.S. #4

Aims

(5) INTERPRETING RESPONSES OF OTHERS

Center of Interest Units

Reading Expressions:
Facial
Gestural
Etc.

Introductory Discussions

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

INTERMEDIATE B. Develops Ability to Interact with the Technological Environment

Aims

(1) ACQUAINTANCE WITH MORE TOOLS AND SOURCES OF ENERGY

Center of Interest Units

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

Introductory Discussions

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

(2) SELECTING APPROPRIATE TOOLS

Tools and Their Jobs

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

(3) USING HOUSEHOLD TOOLS

Household Tools
Homemaking

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

Discussion:
- Various emotions
- How emotions manifest themselves
- The meaning of various expressions of others in relation to themselves

Write and Read:
- Stories: tell whether they are "happy" or "sad"

Spell:
- Words in unit

Tell:
- When and why they experienced emotions
- Show how they acted and describe how they felt

Number Concepts

Time:
- Scheduling

Place and Position terms
- Comparative terms:
  - Fast - slow
  - Weak - strong
  - Heavy - light, etc.

Measures
- Rules, clocks, cups, quarts, etc.

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

Measurement problems:
- Adding and subtracting

Money:
- Value
- Comparing costs - expensive - inexpensive

Related Activities

Group creative play - expressing feelings of being happy, sad, etc.
Make a scrapbook of the various expressions of emotion and give their meanings
Socio-drama on how to deal with another person's anger

Language Arts

Discussion:
- Care, use, cost and storage of tools; where tools are purchased
- Kinds of energy: electric, wind, water, muscle, etc.

Write and Read:
- Expand list of tools
- How tools are used
- Where tools are purchased
- List of kinds of energy

Spell:
- Names of tools
- Names of stores
- Kinds of energy

Tell:
- About new toys that "go"

Discussions:
- Of slides - "Who is this?"
- What kind of job does he do? What tools does he use?
- What tools are appropriate to various jobs
- How their fathers use various tools

Write and Read:
- List of jobs and the tools used for them
- List of rules for the use of tools

Number Concepts

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

Computation problems

Related Activities

See film about tools and their development
Perform duties using tools
Make a simple tool chest
Hand sew small covering to protect small tools
Make a mural showing historical development of tools - hammer, ax, etc.
Build boat and sail it
Fly kites
Acquaint selves with various types of electric switches
Build windmill - windvane that is operated by heat

Make various items with tools: tool chest, patchwork quilt, cage for classroom pets, book stand, creative stitchery
Display items which the children have made
Bulletin board display of jobs and the tools used for them
Role playing showing proper and improper use of tools
Make simple repairs
Make a "Do It" Book

Related Activities

Furnish a doll house
Using household tools for simple jobs
Bake cookies; etc.
Make a scrapbook of household tools and their jobs
Take an inventory of tools used at home
B. Develops Ability to Interact with the Technological Environment

Aims

(4) USING COMMON INSTRUMENTS OF COMMUNICATION

Center of Interest Units

Delivering a Message
Sources of Information
The History of Communication

Introductory Discussions

Distribution of *Weekly Reader*

Discuss:
The various modes of communication
How we use these modes of communication
Modes of communication as a source of information
Take a trip to:
The public library, a radio station, TV station, etc.

Bulletin board display of modes of communication: newspaper, magazine, letters, record player, etc. “Message to Garcia” type of games

(5) USING COMMON MEANS OF TRANSPORTATION

Transportation
Traveling

See film about means of transportation

Discuss a teacher-made mobile

Display travel posters from a travel agency

Display pictures with various modes of transportation

Display of models of the various types of transportation

Children report of family trips they have made

C. Develops Ability to Interact with the Physical Environment

(1) ADJUSTING TO ATMOSPHERIC CONDITIONS

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

Bulletin board display of various weather conditions

Picture display of the four seasons

Take a walk

Picture display of appropriate clothing for weather and seasons

Discuss:
Preparation for seasonal changes
Characteristics of the seasons
The relation of the seasons to activities
Seasonal foods

(2) EXPANSION OF THE LOCAL ENVIRONMENT

The City
The County
The State

Take a bus trip to a neighboring city; town

Discuss:
A simplified map of the state
The shape, size, physical features - hills, plains, rivers, lakes, etc. of the state
Display pictures of various surface features - hills, plains, rivers, etc.
Language Arts

Discussion:
- Good telephone habits
- Relationship of needs to means of communication
- Where to find information
- Jobs related to various means of communication

Write and Read
- Stories about early means of communication
- Letters to one another
- New items brought in by class members

Spell:
- Words in unit

Vocal Expression:
- Clear speaking
- Connected thought

Discussion:
- Kinds of transportation
- Advantages and disadvantages of the different modes in respect to locale
- Advantages and disadvantages of the various modes
- Commercial use of transportation
- Ways the family can take a trip

Write and Read:
- Ways of traveling
- Experience charts
- Stories of transportation
- History of transportation
- Safety rules of transportation
- Read directions
- Time table

Tell:
- About family trips

Number Concepts

Time:
- Sequence
- Length of time needed for various means of communication: telephone, letter, telegram etc.

Schedules for radio and TV programs

Computation:
- Cost of telephone calls, newspapers, magazines

Money:
- Making change

Compute:
- Costs of travel
- Travel time
- Distance
- Comparative costs

Distance terms
- Mileage

Quantity terms
- Direction terms

Measurement terms

Money:
- Recognition of coins, bills, and other means of exchange

Making change

Measurement
- Thermometer
- Humidity
- Wind speed and direction
- Calendar: dates: relation to season

Computation:
- Temperature changes
- Amount of precipitation

Size and Amount terms
- Distance terms
- Relative population
- Comparative terms

Related Activities

Make a simple telephone directory
Prepare a classroom newspaper
Use of various means of communication: telephone, letter, radio, TV, etc.
Drama of historical aspects of communication
Classroom news program: TV or radio type
Play information—giving games

Display pictures of the different modes of transportation
Draw, color, paint the modes of transportation
Make a survey of local transportation facilities
Take a trip using as many modes of transportation as possible
Trace the path of a product shipped commercially—send for a product or information
Make a scrapbook of a class or a family trip

String painting using colors appropriate to season
Knitting simple scarfs
Make bird house; boot scraper
Make a barometer
Make seasonal diagrams
Classroom cleanup: store seasonal equipment
Sing songs about season
Participate in seasonal sports

Look at scenic slides of state
Visit: the museum; the State Historical Museum
Classroom display of state products
Make a scrapbook of the history of the community
Make a mural showing the physical features of the local environment
Sing songs
### Aims

**EXPLORING THE UNIVERSE**

- Our Planet
- A Trip to the Moon
- Our Skies

**PLANT AND ANIMAL LIFE**

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

**REACTING TO SIGNALS**

- A Day at The Firehouse, The Police Station, The Hospital
- Signals

### Center of Interest Units

- **Our Planet**
- **A Trip to the Moon**
- **Our Skies**
- **Display of space vehicles:** airplane, weather balloons, rockets, space ships, etc.
- **Display of materials of which the earth is composed:** soil, rocks, sand, water - fresh and salt, etc.
- **Display of plants and animals (adding to the number of wild and domestic animals and plants from the primary level)**
- **Display of products from plant and animal life**
- **Take a trip to:** a farm, a zoo, an arboretum, an aquarium, a fish hatchery, etc.

### Introductory Discussions

- See film about the Solar System
- Discuss mobile of the Solar System
- Mechanical model of Solar System - display and discuss
- Display of space vehicles: airplane, weather balloons, rockets, space ships, etc.
- Display of materials of which the earth is composed: soil, rocks, sand, water - fresh and salt, etc.
- Discuss: safety posters; warning signs - danger, poison, handle with care, etc.
- Have visitors in class: an ambulance driver, a traffic officer, a railroad engineer, etc.
Language Arts

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

Write at. Read:
Chart story about the earth, its neighbors, space travel

Read:
News story about preparation for space travel

Story about space - land: Mars

Number Concepts

Size & Amount terms
Comparative terms
Distance terms

Computation:
Addition and subtraction of problems relevant to unit

Related Activities

Construct simple mobile of the Solar System
Begin rock collection
Collect pictures for a scrapbook

Instructional material about the care of plants and animals

High interest-low vocabulary science stories
Newspaper ads

Spell:
The words in the unit

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

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

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

Spell:
Words in the unit

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

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

Spell:
The words in the unit
LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

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

Secondary

A. Understands interaction with the social environment
   (1) Initiates various types of social contacts
   (2) Takes responsibility for the use of proper manners
   (3) Takes responsibility for his behavior in various social experiences
   (4) Takes responsibility for cooperating with others
   (5) Begins to behave in accordance with the responses of others
   (6) Begins to generalize his modes of behavior to new situations

B. Understands interaction with the technological environment
   (1) Makes use of appropriate tools to perform routine jobs
   (2) Uses household tools in the service of others and oneself
   (3) Takes responsibility for correctly using tools
   (4) Makes use of appropriate means of communication to meet his needs and the needs of others
   (5) Takes responsibility for the proper use of the various means of communication
   (6) Makes use of and develops the ability to select the means of transportation suitable to his needs

C. Understands interaction with the physical environment
   (1) Adjusts to atmospheric conditions
   (2) Develops an understanding of environmental characteristics
   (3) Understands the nature of the universe
   (4) Participates in various experiences involving plant and animal life
   (5) Takes responsibility for appropriate actions in response to various signals

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

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

See Bulletin 21-D, pages 63-67 for units entitled PAPER UNIT and WILL I BE ABLE TO DRIVE A CAR? Also see related units on pages 75-85 dealing with THE LAW, CITIZENSHIP and LOCAL, STATE AND FEDERAL GOVERNMENT. Also see pages 25-29 and 40-51.
P.L.S. #4
SECONDARY

Aims

(1) INITIATES VARIOUS TYPES OF SOCIAL CONTACTS

Center of Interest Units

Making Friends
Interest in other people

Introductory Discussions

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

(2) TAKES RESPONSIBILITY FOR THE USE OF PROPER MANNERS

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

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

(3) TAKES RESPONSIBILITY FOR HIS BEHAVIOR IN VARIOUS SOCIAL EXPERIENCES

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

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

(4) TAKES RESPONSIBILITY FOR COOPERATING WITH OTHERS

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

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

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

Emotional growth:
Dating

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

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

**Spelling:**
- Friend
- Friendly
- Friendliness
- Cheer
- Cheerful
- Cheerfulness

**Discussion:**
- What are good manners
- Ways pupils can improve their own manners

**Speaking:**
- Tell stories stressing good manners

**Listening:**
- To tape recording of their conversation

**Spelling:**
- Spell the magic words

**Discussion:**
- The desirable characteristics of a good guest

**Writing:**
- An invitation to the dinner party
- Thank you notes

**Vocabulary development:**
- Social relationships
- Social maturity
- Introductions
- Self consciousness

**Write:**
- A list of ways one can share things

**Spelling:**
- Vocabulary words
- Cooperative words
  - Helpful
  - Cooperate
  - Cooperation
  - Cooperative

**Listening:**
- How other pupils have cooperated in different ways

**Discussion:**
- How do you act your age

### Number Concepts

**Comparative terms**
- Number recognition
- Addresses and telephone numbers of friends in class

**Money**
- Coin values

**Time**
- Length of conversation

**Money**
- Cost of the dinner
- Transportation to and from

**Time**
- Hour to get in

**Money**
- Contributions to fund drives within their community

### Related Activities

**Role Playing:**
- How to develop the habit of friendliness, cheerfulness and being complimentary

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

**Telephone conversation**
- Calling a new pupil
- Film
  - "The Act of Being Thoughtful"

**Chart**
- Listing the magic words

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

**Arts and crafts**
- Cartoons
  - Using magic words

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

**Role Playing**
- Person to person contact—thanking for the dinner party

**Chart**
- Rules of Emily Post
- A class dinner party

**Posters**
- For fund drives

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

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

**Chart**
- Dating manners for girls
- Dating manners for boys

**Role playing**
- Boy calling for a girl
- The girl introducing boy to her parents

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101
P.L.S. #4
SECONDARY
Aims

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

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

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

SECONDARY
Aims

(1) MAKES USE OF APPROPRIATE TOOLS TO PERFORM ROUTINE JOBS

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

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

B. Understands Interaction with the Technological Environment

Center of Interest Units

Domestic Labor
- Butler
- Maid
- Child care attendant

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

TAKES THE RESPONSIBILITY FOR USING THE VARIOUS HOUSEHOLD TOOLS CORRECTLY

Household Tools
- Safety
  - Responsible use and care of household tools

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

Discussion:
What age should we assume our own responsibility

Vocabulary development:
Obligation
Privileges
Freedom

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

Language Arts

Discuss:
Care and use of tools

Writing:
Business letter ordering seeds from a seed catalog
Reading:
Placing instructions or directions on how to plant seeds

Spelling:
Kinds of tools
Kinds of seeds
A garden vocabulary

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

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

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

Listening:
Follow directions given orally by employer

Chart:
The proper use of household tools

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

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

Number Concepts

Money:
Cost of the car
Gas
Miles per gallon
Budgeting your earnings

Distance:
Reading
Highway maps
Distance between places
Geometric forms

Related Activities

Experiments
Planting — garden seeds in different kinds of soil
Field trip to a greenhouse
A visitation to class by a community resource person
County Agent

Role Playing
Telephoning — asking Floral Company to visit their greenhouse

Installment Buying
Life expectancy and appliances
Warranty
Guaranty

Measurements:
Appropriate amount of ingredients, etc. to be used
1/4 cup soap, etc.

Time Cycle:
Reading the meter
Water meter
Electric meter

Illustrations:
On bulletin board on safety — posters
Demonstrations
How to repair electric cords
“Match Ups”
Repairing appliances
P.L.S. #4

Aims

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

Center of Interest Units

History of Communications
Telecommunication
Teletype
Cal.: Wireless
Hot line
Radio
TV
Telephone

(5) TAKES THE RESPONSIBILITY FOR THE PROPER USE OF THE VARIOUS MEANS OF COMMUNICATION

Proper Use of the TV, Radio, Telephone

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

Modes of Travel Suitable to our Needs
Car
Bus
Railroad
Airplane

SECONDARY

Aims

(1) ADJUSTS TO ATMOSPHERIC CONDITIONS

Learns to distinguish between various types of weather and seasons

Participants in activities appropriate to various kinds of weather and seasons

Center of Interest Units

Weather Factors:
Temperature
Humidity
Wind
Condensation
Air Pressure
Forecasting
Storm Areas:
Local storms
General storms

Introductory Discussions

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

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

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

C. Understands Interaction with the Physical Environment

Introductory Discussions

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

Reading:
Read the biography of Bell
Reference work in library on communication

Spelling:
All words in this unit

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

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

Spelling:
Words correlated with this unit prefix tele

Discussion:
Worded telegrams
Business
Friendly

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

Reading:
History and transportation
Important inventors

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

Language Arts

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

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

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

Spelling
Words in unit

Number Concepts

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

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

Comparative Study
in the modes of travel
in 1840 and 1970
Cost of a trip by
Car
Bus
Railroad
Airplane
Trailer or Mobile home
Mileage
Miles per hour
Directions
Figuring the mileage on maps (scale)
Time
How fast by car, bus, rail, and air

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

Related Activities

Role Playing:
Telephone conversation
Social
Emergencies
Business
Party lines

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

Make Models of Airplanes
Scrapbook on modes of travel
Mural
Depicting the progress in the history of transportation

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

Bulletin Boards
Pictures of types of cloud formations
Crafts
Windicators
Barometers
Experiments—Demonstrations
Evaporation of water
Water cycle
Air pressures
Log
Day to day log of local weather
**P.L.S. #4**

**Aims**

(2) DEVELOPS AN UNDERSTANDING OF ENVIRONMENTAL CHARACTERISTICS

(3) UNDERSTANDS THE NATURE OF THE UNIVERSE

(4) PARTICIPATES IN VARIOUS EXPERIENCES INVOLVING PLANT AND ANIMAL LIFE

(5) TAKES RESPONSIBILITY FOR APPROPRIATE ACTION IN RESPONSE TO VARIOUS SIGNALS

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**Center of Interest Units**

Center of Interest Units

**Introductory Discussions**

<table>
<thead>
<tr>
<th>Material Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located in local area, State, U.S. and World</td>
</tr>
<tr>
<td>Physical Features of our City, County, State, U.S. and World</td>
</tr>
</tbody>
</table>

**Center of Interest Units**

Our Planet

- The sun
- Our sky
- Other planets
- Trip to the moon

**Introductory Discussions**

Field trip to the Experimental Station

Display on

- Bulletin boards of various surface pictures — hills, plains, forests, mountains, etc.
- Films
  - Showing the terrain of other countries

**Center of Interest Units**

Raising plants

- Products of Plants

Raising Animals

- Products of Animals

**Introductory Discussions**

Field trip to the nearest telescope

Display on

- Mechanical model of the Solar System

**Center of Interest Units**

Signs and Signals

**Introductory Discussions**

Field trip to slaughter house

Display on

- Display table of many products from animals and plants

**Center of Interest Units**

School have a Fire Drill and Evacuation Drill

Community resource person

- The fireman
- The ambulance driver
### Language Arts

**Discussion**
- Why the people of other countries build their houses differently

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

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

### Number Concepts

**Comparative Terms**
- Lakes
  - Great Lakes
  - Size
  - Shape
  - Interior Lakes
  - Altitudes

- Comparative terms
  - Size of the earth and moon
  - Weight — human
  - Time elements
    - Night and day
  - Circumference
    - Radius
    - Diameter
    - Area of a circle

### Related Activities

**Scrapbook**
- Identification of many important physical features throughout the world

**Mural**
- Showing physical features of local area

**Crafts**
- Relief maps

**Role Playing**
- Plan an imaginary trip to the moon
- Field trip to the Library to get books for space

**Scrapbook**
- Begin scrapbook about the moon
- All articles found in newspapers and magazines
  - Make model space crafts

**Bulletin Board**
- A mural depicting the stages from raw to the finished product
- Field trip to Milk drying plant
  - Ice cream factory
  - Cheese factory

**Crafts**
- Make miniature signs and signals

**Role Playing**
- Various emergencies
- Using the fire alarm
- Call the Fire Department ambulance
- Emergency survival shelter
  - Plan and develop a display for inclusion in a bomb shelter

### Reading

**Reading**
- Read library books about space and prepare a book report

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

**Spelling**
- Words in unit

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

**Reading**
- Read library books about space and prepare a book report

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

**Spelling**
- Words that correlate with unit

**Writing**
- A letter asking permission to visit a cheese factory

**Reading**
- Read directions on card about fire drills
  - Evacuation drills in the school and in city buildings
  - Ability to read these signs instantly
  - Danger
  - Caution, etc.
- Read pedestrian and traffic signs
  - Read such signs as "No Smoking"

**Spelling**
- Be able to spell words like
  - Danger
  - Caution
  - Stop, etc.

**Charts**
- Keep an account of each drill, the minutes and seconds

**Comparative study**
- Speed limits
  - Various seasons
  - Winter
  - Summer
- Braking time
  - When applying brakes
- Costs
  - Various kinds of insurance

**Spelling**
- Words in unit

**Discussion**
- Origin of the various products
  - What are the important uses of the products
  - Consumer buying

**Reading**
- Read — Wisconsin the Dairy State

**Spelling**
- Words that correlate with unit

**Writing**
- A letter asking permission to visit a cheese factory

**Reading**
- Read directions on card about fire drills
  - Evacuation drills in the school and in city buildings
  - Ability to read these signs instantly
  - Danger
  - Caution, etc.
- Read pedestrian and traffic signs
  - Read such signs as "No Smoking"

**Spelling**
- Be able to spell words like
  - Danger
  - Caution
  - Stop, etc.
LEARNING TO KEEP HEALTHY

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

Primary

A. Begins to understand and practice good physical health
   (1) Our bodies
   (2) Good nutrition
   (3) Personal health and cleanliness
   (4) Rest
   (5) Good posture

B. Begins to understand health services

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

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

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

In Vol. II, pages 84-89, see the activities on health and safety in THE HOME. Also see pages 116-119, for health concepts in the unit "ETS, and pages 126-129, THE CIRCUS.
P.L.S. #5
PRIMARY

Aims

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

2. GOOD NUTRITION
   - Animal and plant needs for good health and growth
   - Human needs for good health and growth
   - Good nutrition
     - Proper diet
     - Balanced meals
     - Good eating and chewing habits
   - What do we need for good health and growth?
   - Introduce concepts of body needs for vitamins, minerals, oxygen, water, etc.
   - Basic good foods eaten daily
   - Introduce idea of too much or too little of the right foods

3. PERSONAL HEALTH AND CLEANLINESS
   - Clothing
     - Proper seasonal clothing
     - Care of clothing
     - How clothing protects us
   - Health
     - How doctor and dentist help us
     - Prevention of diseases
     - Reason for vaccination, inoculation, etc.
     - Health habits
       - Washing
       - Bathing
       - Brushing teeth
       - Cleaning fingernails
       - Combing hair
       - Use of handkerchief
       - Toilet habits
       - Proper diet
       - Daily inspection
   - Care of body, functions of body, prevention of sickness and disease
   - Proper clothing and good grooming
   - Children washing, brushing teeth, etc.
   - Proper seasonal clothing
   - Correct clothing for boys and girls, articles of good grooming (comb, toothbrush, soap, etc.)
   - Human body with labels

4. REST
   - Importance of rest and sleep to good health
   - Physical Education
     - Teach "quiet" games
   - Music
     - What music is restful
   - Need for sleep, rest and relaxation
   - Relaxation
     - Quiet games and soft music
     - Tell a story
Language Arts

Discussion
Each part of external body and its function

Writing
Simple body parts
Labeling parts of body

Discussion
Each organ system and its function

Writing
Basic organ parts
Labeling
Organ parts

Discussion
Body needs

Number Concepts

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

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

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

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

Related Activities

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

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

Rhythm dances emphasizing each external body part and using that part

Using biological samples to show internal structure of animal life and how the systems are basically the same. Use fish to show difference between lungs and gill system. Allow children to explore samples on their own and answer questions they ask

Begin to introduce the student to good care and nutrition section by giving them plans to grow and care for

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

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

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

Make good grooming chart
Practice dressing and undressing
Displays of good grooming articles

Displays of clothing for different occasions
Scrapbook of clothing and grooming articles

Make seasonal clothing for paper dolls
Dress and undress dolls
Cleaning up activities
Care of "sick" dolls
Visit a doctor or dentist's office to observe equipment, etc.

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

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

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

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

Group chairs for storytime relaxation
Count the chairs needed

Collect pictures of people and animals resting and sleeping
Demonstrate comfortable resting positions
Form habit of taking regular rest period
Make name tag for rest mat or rug
P.L.S. #3
PRIMARY
Aims

(5)
GOOD POSTURE

Center of Interest Units

Introductory Discussions

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

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

A. Begins to Understand and Practice Good Physical Health

B. Begins to Understand Health Services

PRIMARY

Aims

A BETTER UNDERSTANDING OF HEALTH SERVICES

Center of Interest Units

Introductory Discussions

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

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

Discussion
Do we have good posture?
How can we improve our posture?
Why do we need good posture?

Health
Appearance

Writing
Group contributes sentences about good posture for chart story

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

Reading
Read chart stories

Number Concepts

Counting
Count steps, jumps or hops in physical education activities

Related Activities

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

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

Language Arts

Have children tell about their visit to a doctor or dentist
Discuss public health nurse visits to homes in the community
Experience chart
Why it is important that the community has doctors, nurses, dentists—hospitals, clinics, etc.
Use related words like doctor, dentist, nurse, well, sick, germs, etc.

Number Concepts

Number of visits
Doctor for periodic checkup or treatment
Dentist for treatment or periodic check
Visit to dentist for cavities

Related Activities

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

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

Intermediate

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

B. Develops knowledge of health services

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

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

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

Center of Interest Units

Motor functioning
Organ functioning
Cell function
Keeping fit

Introductory Discussions

Moving the different parts of our body—the muscular system
What are organs in our body and what are they used for
Skeletal
Circulatory
Digestive
Nerve
What are the basic things which compose all of our organs?
Structure and function of the cell
Cell needs
What good are exercise, good food, rest, relaxation and sleep for the proper functioning of our cells?

GOOD NUTRITION

Aspects of good nutrition
Social Studies
Sources of food—where does our meat come from, etc.
How food gets to us
People who help with our food
Physical Education
Types of activities for good digestion
Music
What music is good to eat by?

Different kinds of food, preparing meals, etc.
Basic 7, balanced meals, people eating, contrast well-fed child with poorly fed child, etc.

CLEANLINESS

Science:
Protective covering of animals
Show how uncleanliness promotes germs
Magnifying glass on skin
Germs in eating
Experiment with decay
Family
Family activities in cleanliness
Leaving the bathroom clean
Health
Measures which prevent disease
Cleaning cuts and bruises
Songs about brushing teeth

Film
Good Grooming
Care of clothing and body
Pictures of children in various types of clothes
Start a morning inspection
Language Arts

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

Recognize and verbalize
Body parts and organs and their function

Reading
Relevant picture stories

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

Number Concepts

Discussion
Be familiar with terms of measurement: weight, size, amount, etc.

Compute the cost of food for a meal, a week of meals, etc.

Keep a record of height and weight

Chart the time for regular meal habits

Related Activities

Talk by nurse or biology teacher on the body

Experiments with plants involving importance of sunlight, water, food and carbon dioxide.

Show what happens to plants deprived for a period of these necessary elements (To be used with unit 3 on cell function)

Use bulletin board to list each child's height and weight

Make silhouettes of body shapes

Read poems about the body and its functions

Use movement songs to stress need for exercise, fresh air, etc.

Creative drawings of body and the shape of the body while in a particular position

Demonstrations in how to use the body in lifting and carrying heavy objects

Make large posters showing the right foods

Collect pictures for a recipe book

Class mural on sources of food

Show slides and pictures on food

Take a trip to a store and purchase some items

Plan a breakfast for the class

Set a table properly

Play "eating out"

Have a small vegetable garden

Prepare and serve raw vegetables

Visit a dairy to show importance of milk

Have a food-testing party

Make a well-balanced time schedule for 24 hours

List hours spent for specific habits

Compare and compute cost of articles used

Record number of times teeth brushed

Make a picture notebook of personal cleanliness habits

Collect and exhibit basic articles needed for cleanliness and grooming

Make a chart exhibiting a sound tooth

Demonstrate kinds and care of toothbrushes

Care of hands and nails

Care of combs

Care of hair

Make charts of suitable clothes for warm, cold and rainy days, school and parties

Visit a laundry

Visit the nurse for a personal inspection
P.L.S. #5

Aims

(4) COMMUNITY HEALTH

Center of Interest Units

Science:
Sanitation guards against illness
Find source of water supply
See bacteria under a microscope
Social relationships
People who keep our community clean
How we can make the community a
better place in which to live
What we can do to keep our house clean

Introductory Discussions

Health department posters—sanitation
Films on community health

INTERMEDIATE

Aims

HEALTH SERVICES

B. Develops Knowledge of Health Services

Center of Interest Units

Do a unit
About a hospital or clinic
Who the workers are
What they do
Visit to a hospital
How do you get an appointment
Role of the drug store and pharmacist
A medical clinic

Introductory Discussions

Visit from school nurse, public health nurse,
state psychologist, or speech correctionist
Visit from a local doctor or dentist
Show film of child visiting doctor or dentist
How do we get help
When do we need help
Language Arts

Discussion
- Proper garbage disposal
- Using disposable tissue
- Safe drinking water
- Correct use of drinking facilities
- Diseases obtained from animals and rules about it

Read
- Rules about sanitation
- Habits of cleanliness
- Ads of drugs and their evaluation
- Biographies of a few great scientists

Write
- Chores done by mother to keep house clean

Community
- School
- Cafeteria
- Classroom
- Gym
- Washrooms

Related Activities

Visit
- Board of Health
- Water supply
- Garbage removal
- Garbage disposal
- Public hazards
- Swamps (mosquitoes)
- Ditches

Invite the city superintendent of water and sewage to speak

Collect pictures of community protection for health

Make posters for “Clean-Up Week”

Make a booklet “Stopping the Germ Parade”

Posters—dangers of improper garbage disposal

Practice washing dishes

Clean the classroom

Number Concepts

Discus
- Importance of keeping appointment
- How often child should visit dentist
- Cost of services, dental, glasses, doctor, medicine, etc.
- Cost of insurance
- Emergency use of telephone
- Keep record of important phone numbers
- Emergency identification
- Use of calendar for setting up appointments
- Dangers involved in excessive use of drugs and medicines

Take a sanitary survey of home and community

Time schedule for cleaning

Make a scrapbook of pictures of doctor, nurse, dentist, hospital, clinic

Draw pictures of hospital, clinic

Make bulletin board display of various services

Related Activities

Discuss
- Children’s visits to doctor or dentist
- Their personal reaction and general experience of visit
- Why a community needs doctors, nurses, pharmacists, dentists

Writing activities
- About their visit to a doctor or dentist
- Related words: doctor, dentist, nurse, germs, medicine, sick, healthy, etc.
- Name of their family doctor or dentist
- Experience chart
- What a hospital is like

Make a sanitary survey of home and community

Time schedule for cleaning

Take a sanitary survey of home and community

Time schedule for cleaning

Take a sanitary survey of home and community

Time schedule for cleaning

Take a sanitary survey of home and community

Time schedule for cleaning
LEARNING TO KEEP HEALTHY

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

Secondary

A. Understands good physical health practices
   (1) Understands our bodies
   (2) Good nutrition
   (3) Hygiene and self care
   (4) Understands role in the community

B. Understands mental health
   (1) Self concept
   (2) Appropriate behavior
   (3) The emotions
   (4) Social interaction

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

See Bulletin 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II. The Practical Arts. pages 25-26, for illustrative activities in HOME SANITATION and HOME LIGHTING. Also see pages 47-58, for secondary level units on BATHING. IT'S WISE TO BE CLEAN, CARE OF THE FACE, NECK, HANDS, DENTAL HEALTH. CARE OF TEETH AND HAIR. and LOOKING WELL-GROOMED.

See Bulletin 21-D. pages 3-9. for suggested and illustrative units on HOW DO I KEEP MY BODY HEALTHY? GROOMING PROBLEMS FOR ADOLESCENT GIRLS. and GOOD GROOMING. Also see pages 68-70. for related health concepts in SPENDING THE FOOD DOLLAR.
P.L.S. #5
SECONDARY

Aims

A. Understands Good Physical Health

Center of Interest Units

Introductory Discussions

(1) UNDERSTANDS OUR BODIES

Intensive study of the cell

What is a cell?
Characteristics of a cell
Cell function: nerve, blood, bone, muscle cells
Cell needs

Intensive study of cell systems

The organs

What is a body organ?
Identify organs—heart, brain, kidney, lungs, etc.
Characteristics and function
Needs of organs—oxygen, food, rest, etc.

How do the organs work together to make a body?

Body functions
Movement
Eating
Talking
Thinking
Seeing, etc.

Homeostatics—natural balance of the body under normal conditions

Maintenance of a regular body temperature
Food and oxygen requirements to maintain homeostasis
Illness as disrupter of body balance
Change in body temperature
Nausea, etc.

How can we maintain healthy body and natural body balance?

Good food
Oxygen or good breathing
Sleep and rest when needed
Hygiene and self care
Exercise

Intensive study of the total body

Maintaining good health

What kinds of food does our body need?

Effects of smoking on the body
Cut down oxygen
Dulls senses
Dulls thinking (lack of important oxygen to brain)
Cut down muscle response time
Creates excessive stomach acid flow which may create conditions for development of ulcers
Possible cause of lung cancer
Upsets homeostatic balance of body

Alcohol

What is a cell?
Characteristics of a cell
Cell function: nerve, blood, bone, muscle cells
Cell needs

Intensive study of cell systems

The organs

What is a body organ?
Identify organs—heart, brain, kidney, lungs, etc.
Characteristics and function
Needs of organs—oxygen, food, rest, etc.

How do the organs work together to make a body?

Body functions
Movement
Eating
Talking
Thinking
Seeing, etc.

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Oxygen or good breathing
Sleep and rest when needed
Hygiene and self care
Exercise

Intensive study of cell systems

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Characteristics and function
Needs of organs—oxygen, food, rest, etc.

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Movement
Eating
Talking
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Seeing, etc.

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How can we maintain healthy body and natural body balance?

Good food
Oxygen or good breathing
Sleep and rest when needed
Hygiene and self care
Exercise

Various types of nutrition

Oxygen and smoking

What kinds of food does our body need?

Effects of smoking on the body
Cut down oxygen
Dulls senses
Dulls thinking (lack of important oxygen to brain)
Cut down muscle response time
Creates excessive stomach acid flow which may create conditions for development of ulcers
Possible cause of lung cancer
Upsets homeostatic balance of body

Alcohol

What is a cell?
Characteristics of a cell
Cell function: nerve, blood, bone, muscle cells
Cell needs

Intensive study of cell systems

The organs

What is a body organ?
Identify organs—heart, brain, kidney, lungs, etc.
Characteristics and function
Needs of organs—oxygen, food, rest, etc.

How do the organs work together to make a body?

Body functions
Movement
Eating
Talking
Thinking
Seeing, etc.

Homeostatics—natural balance of the body under normal conditions

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Good food
Oxygen or good breathing
Sleep and rest when needed
Hygiene and self care
Exercise

Various types of nutrition

Oxygen and smoking

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Cut down oxygen
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Cut down muscle response time
Creates excessive stomach acid flow which may create conditions for development of ulcers
Possible cause of lung cancer
Upsets homeostatic balance of body

Alcohol

What is a cell?
Characteristics of a cell
Cell function: nerve, blood, bone, muscle cells
Cell needs

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What is a body organ?
Identify organs—heart, brain, kidney, lungs, etc.
Characteristics and function
Needs of organs—oxygen, food, rest, etc.

How do the organs work together to make a body?

Body functions
Movement
Eating
Talking
Thinking
Seeing, etc.

Homeostatics—natural balance of the body under normal conditions

Maintenance of a regular body temperature
Food and oxygen requirements to maintain homeostasis
Illness as disrupter of body balance
Change in body temperature
Nausea, etc.

How can we maintain healthy body and natural body balance?

Good food
Oxygen or good breathing
Sleep and rest when needed
Hygiene and self care
Exercise
Language Arts

Discussion
- How does a body grow?
- What does our skin do?
- How do we feel things?
- Similarities and differences between bodies
- Central importance of the brain and its needs

Recognize and verbalize
- Complex body parts and their function

Writing
- Assignments on individual organs to give students in-depth knowledge of at least one organ

Spelling
- More difficult words

Number Concepts

Discussion
- Why do cells need oxygen?
- How does cell react to insufficient oxygen?
- No oxygen?
- How does smoking affect the body: follow smoke, step by step, from the cigarette to the cell

Writing
- Have each student write detailed study of the step by step effects of smoking

Related Activities

Unit on child growth and development
- First aid

Intensive study of muscular system particularly voluntary and involuntary muscles
- Muscle function and development with special emphasis on exercise and muscle tone.
- Assign students to write on favorite activity and try to determine what muscles are used and developed

Have two plants which show the difference between sufficient and insufficient oxygen. They could be enclosed under bell jars
- Have students demonstrate and describe to class what happens when a person runs and does not have sufficient oxygen
- Have student explain in detail how he feels immediately after running

Have students collect news stories on drunken people and what they've done

Divide class into different groups and work with each group in preparing the dramatic presentation

Demonstrate physical effects of alcohol by slowly putting alcohol into fishbowl
- Use a dramatic setting to show how people look when they are drunk
- Driving a car
- In police station
- In the home (Eugene O'Neill's Ah, Wilderness has an interesting dinner scene with one man drunk)
- Drunkenness and arguments

Have students collect news stories on drunken people and what they've done

Divide class into different groups and work with each group in preparing the dramatic presentation

123
A. Understands Good Physical Health Practices

Center of Interest Units

Introductory Discussions

(2) GOOD NUTRITION (continued)

Drugs

What is a drug and what is its effect on the body?
Point out difference between drug and medicine
Beneficial when used under direction of doctor to cure something wrong with the body
Harmful when taken without doctor's orders
Marijuana
Heroin
Opium, etc.
Glue sniffing
LSD
STP

Effects of drugs on body
Disrupts organ functioning
Brain, heart, etc. (particularly brain damage resulting from glue sniffing)
Disrupts homeostatic balance
Creates changes in cell chemistry
Craving for drugs
Addiction when body must have drugs to operate
What happens when a drug addict stops taking drugs?
Withdrawal

(3) HYGIENE AND SELF CARE

Personal hygiene

Why should we practice personal cleanliness and good grooming?
Personal reasons
Minimize effects of germs and bacteria to maintain or improve health and stop or control illness
Periodic baths or showers to maintain clean body
One way of minimizing skin problems
Proper care of eyes, ears, teeth, hair & skin
Proper cleaning and care of clothes

Appropriate seasonal clothing
Family and Social reasons
Improve social relations
Develop social confidence
Economic reasons
Job interviews
Job advancement
Job satisfaction
Language Arts

Discussion
- Why do people take drugs?
- Should there be laws against drugs?
- What can be done about glue sniffing?
- If we find out about someone who is selling drugs, what should we do?

Reading
- Books on drugs; factual biographical and autobiographical

Writing
- What is the important influence of curiosity in smoking, drinking and taking drugs

Number Concepts

Discussion
- What is the structure of the ear? Teeth?
- What effect does dirt have on clothes?
- What causes skin problems?
- What is expected of you in social situations?
- What is expected of you at a job interview and on the job?

Recognize and verbalize
- Type of cleanliness problems and methods of taking care of them

Reading
- Books on cleanliness and good grooming
- Books on job interviews

Writing
- How important is cleanliness and good grooming to me?
- How important to other people?

Related Activities

Have students compile list of habit forming drugs.
Collection of newspaper stories on drugs and users.

Have a class "Dress Up" day and work individually in improving their grooming habits.
Boys—show how to knot ties, choose color combinations, etc.
Girls—use color combination ideas and show various ways of fixing hair.
Teacher can bring hair style books and equipment and allow girls to fix hairdos in class.

Develop consumer unit on various toothpastes, deodorants, soaps, etc.
Recognize which is best and the best bargain regardless of "Sale" signs.

Number Concepts

Discussion
- Why do people take drugs?
- Should there be laws against drugs?
- What can be done about glue sniffing?
- If we find out about someone who is selling drugs, what should we do?

Reading
- Books on drugs; factual biographical and autobiographical

Writing
- What is the important influence of curiosity in smoking, drinking and taking drugs

Related Activities

Have students compile list of habit forming drugs.
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Boys—show how to knot ties, choose color combinations, etc.
Girls—use color combination ideas and show various ways of fixing hair.
Teacher can bring hair style books and equipment and allow girls to fix hairdos in class.

Develop consumer unit on various toothpastes, deodorants, soaps, etc.
Recognize which is best and the best bargain regardless of "Sale" signs.

Number Concepts

Discussion
- Why do people take drugs?
- Should there be laws against drugs?
- What can be done about glue sniffing?
- If we find out about someone who is selling drugs, what should we do?

Reading
- Books on drugs; factual biographical and autobiographical

Writing
- What is the important influence of curiosity in smoking, drinking and taking drugs

Related Activities

Have students compile list of habit forming drugs.
Collection of newspaper stories on drugs and users.

Have a class "Dress Up" day and work individually in improving their grooming habits.
Boys—show how to knot ties, choose color combinations, etc.
Girls—use color combination ideas and show various ways of fixing hair.
Teacher can bring hair style books and equipment and allow girls to fix hairdos in class.

Develop consumer unit on various toothpastes, deodorants, soaps, etc.
Recognize which is best and the best bargain regardless of "Sale" signs.
A. Understands Good Physical Health Practices

**Center of Interest Units**

The home as a small community

**Introductory Discussions**

- What can we do to make our homes healthy?
- Sanitary water supply
- Periodic water tests to determine purity
- Garbage disposal inside the house and outside
- Sewerage disposal
- Health habits in the toilet and maintain functioning septic system
- Proper care of food
- Keep refrigerated
- How to identify spoiled food
- Freezing
- Keeping the house clean
- Daily or weekly cleaning chores—toilet, kitchen, other rooms—keeping dirty clothes in specific areas, where to use disinfectant, etc.

Community health

- Why is community health as important as personal or family health?
- Control germs
- Minimize chances for spreading disease
- Ways community health is used
  - School: Cafeteria—cleaning, cooking (pork-trichinosis)
  - Classroom—heated, clean, ventilated
  - Gym—heated, clean, showers, footbaths
  - Washrooms—heated, ventilated, cleaned, disinfectant
- Community
  - Garbage disposal
  - Water supply
  - Food and drug administration
  - Grocery inspection
  - Meat processing and wrapping
  - Dairy products
  - Drugs and medicine
  - Eating places

B. Understands Health Services

**Center of Interest Units**

Doctors
Dentists
Clinics
Food and drug administration
Health department
List of emergency numbers
Doctor
Fire department
Emergency identification
Emergency use of telephone
Use of calendar to keep appointments
Regular visits to the dentists
Yearly physical exams and chest x-rays
Understanding, buying and using health insurance
  - General coverage
  - Catastrophe coverage

**Introductory Discussions**

- What groups in the community offer health services?
- What do we have to do to use health services?
Language Arts

Discussion
Why must we have city planning?
What do we have to do now to make a healthy environment for the future?
What is our responsibility to maintain community health?
Where do we go with complaints about unsanitary conditions?

Recognize and verbalize
Common germs and methods of protection against these
Common food contaminations

Reading
Community health books
History books—sections on plagues, contagions, etc.
Collect newspaper articles on community health

Writing
Reports on various aspects on community health
Letters requesting information from local, state and federal health groups
Thank you letters to people submitting information

Language Arts

Writing
Students' visits to doctors and dentists and how they reacted to the visits
Health records
Illnesses and doctors' and dentists' visits

Number Concepts

Computing bills, insurance, etc.

Related Activities

Class project on community health and planning
Assign different groups to do report on aspects of community health in terms of their own make-believe community
Groups present plans to class for discussion; present final cohesive community health planning platform
Information from state and federal groups
Visits to local health facilities coordinated with above project
Economic effects of good or bad community health
Real estate value
Diseases
Medical costs

Formation of groups to voice their opinions on community health to legislative groups (example: a student group on pollution)

Each student develops a health services booklet containing visits to health services, location, costs, medicine, etc.
LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, situations and skills necessary for safety in play, in work, in locomotion and in emergency.

Primary

A. Begins to learn about safety at home
   (1) Prevention of accidents
   (2) Accident care

B. Begins to learn about safety at school
   (1) Safety in the classroom
   (2) Safety in the non-classroom areas

C. Begins to learn about safety in recreation
   (1) Avoid dangerous objects
   (2) Avoid dangerous actions

D. Begins to learn about safety on streets and highways
   (1) Street and highway signs and signals
   (2) Safe street or highway behavior

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded for a listing of safety, protective and highway signs and words primary level retarded pupils should be exposed to. Also see Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II - The Practical Arts, pages 67-69 for suggested musical activities with a focus on safety concepts.

See Bulletin 21-B, Vol. I, pages 14-18, for suggested and illustrative activities on LIVING SAFELY. Also see pages 64-65 and 71, for related units on THE USE OF THE TELEPHONE and SAFETY ON THE SCHOOL BUS. Vol. II also has a number of units with minor emphasis given to the objective of safety.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - Speech Development and Improvement for the Mentally Retarded Child and Bulletin No. 26 - Language: A Curriculum Guide for Special Education.
A. Begins to Learn About Safety at Home

**Center of Interest Units**

- Dangerous objects
  - Poison
  - Hot liquids
  - Small objects placed in mouth or ear
  - Toys on floor
  - Bathroom hazards
  - Electrical equipment
  - Gas stoves
  - Dangerous actions
    - Throwing things
    - Running too fast
    - Handling knives or sharp or dangerous tools
  - Unsafe climbing

**Introductory Discussions**

- Do students know of someone who had an accident at home—what caused it?
- What are other causes of accident?

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B. Begins to Learn About Safety at School

**Center of Interest Units**

- Sitting
- Walking
- Use of equipment
- No horseplay

**Introductory Discussions**

- How can we keep from having accidents in the classroom?
- Correct behavior
- Proper care and placement of toys and equipment
- Following directions

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**Aims**

- **PREVENTION OF ACCIDENTS**
  - Treatment of accident injuries
    - Burr
    - Cuts
    - Poison
    - Broken bones
    - What to do with
      - Someone's clothes on fire
      - Someone who is not breathing

- **ACCIDENT CARE**
  - Discussion of accident injuries and methods of treatment
  - Demonstrations of treatments particularly mouth-to-mouth resuscitation

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**Aims**

- **SAFETY IN THE CLASSROOM**
  - Participating in school activities
    - Sports
    - Social
    - Disaster or fire drills
  - General behavior
    - Hallways
    - Washrooms
    - Lunchroom
    - Outside school
    - School patrols

- **SAFETY IN NON-CLASS-ROOM AREAS**
  - Delineate the safe and unsafe aspects of participation in school activities
  - Delineate safe and unsafe behavior in school
### Language Arts

- Recognizing danger signs such as symbol for poison, etc.
- Learning how to follow directions both written and verbal
- Develop enunciation and pronunciation with group and individual with works on safety
- Relating individual experiences with accidents

### Number Concepts

- Learning to dial phone in emergency
- Using measurements in medicine
- Regulating medicine taking with clock

### Related Activities

- Actual demonstrations by students on how to handle accidents. Emphasize first aid
- Talks by school nurse or other safety personnel on home accidents and accident care

### Language Arts

- Discuss
  - Accidents children have had in school
  - Dangerous behavior in school
  - Helping students who are hurt

- Read
  - Stories on safety
  - Proper behavior at school and at events

### Number Concepts

- Counting toys taken out and put away
- Counting days without a classroom accident
- Counting tokens or stars given for safe and careful behavior

### Related Activities

- Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms
- Allow students to guide themselves around the school
- Practice disaster and fire drills until the students know what to do and where to go
- Talk by school administrator on school accidents, what caused them and how they could have been avoided
P.L.S. #6
PRIMARY
Aims

(1) AVOID DANGEROUS OBJECTS

Learning to recognize dangerous objects
Old refrigerators
Fallen wires
Holes in the ground
Rusty metal or broken glass

(2) AVOID DANGEROUS ACTIONS

Running into streets
Throwing objects at people, particularly stones or metal
Playing near cliffs or quarries
Swimming after eating
Jumping or diving into shallow water
Swimming without lifeguard around

C. Begins to Learn About Safety in Recreation

Center of Interest Units

Introductory Discussions

How do children get hurt while playing?
What are dangerous objects?
Selecting a safe recreation area

D. Begins to Learn about Safety on Streets and Highways

Center of Interest Units

Introductory Discussions

How do we know when to cross a street or stop?
Red and green lights
Walk or Do Not Walk signals
Obeying traffic signs
Do Not Cross, etc.
Following lane, markings

Looking both ways before crossing intersections, streets, highways or alleys
Obeying traffic officer or patrol boys
Don’t play in streets
Be careful when roads are icy
Riding bikes on roads

132
Language Arts

Discuss
- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

Read
- Books on safe recreation
- Keeping areas clean
- Anti-litter material

Number Concepts

Counting number of unsafe objects
Counting number of significant characteristics on poison plants
Counting number of flowers or trees seen on a trip

Related Activities

Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety
Learning appropriate behavior at playground or on picnic
Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy, etc.

Language Arts

Discuss
- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

Read
- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

Labeling
- Pictures of unsafe conditions

Number Concepts

Have children learn street and house number systems
Learn highway numbering systems
Counting the number of streets to school

Related Activities

Walks thru the area and along side or across streets, highways or alleys
Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street
Have other children acting as cars driving down the street
Teach or another student can act as policeman or patrol boy
Collections of stories or pictures on street accidents
LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

Intermediate

A. Develops knowledge about safety at home
   (1) Prevention of accidents
   (2) Accident care

B. Develops knowledge about safety at school
   (1) Safety in the classroom
   (2) Safety in non-classroom areas

C. Develops knowledge about safety in recreation
   (1) Avoid dangerous objects
   (2) Avoid dangerous behavior

D. Develops knowledge about safety on streets and highways
   (1) Traveling
   (2) Street signs and signals
   (3) Safe street and highway behavior

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded for a listing of safety, protective and highway signs and words intermediate level retarded pupils should be exposed to. Also see Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts, pages 15-26 for suggested units in the area of HOME MECHANICS.

See Bulletin 21-C, pages 17-38 for suggested and illustrative units on SAFE BICYCLING and SAFETY AND FIRST AID. Also see other units in this publication which have incorporated concepts of safety in their overall theme.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - Speech Development and Improvement for the Mentally Retarded Child and Bulletin No. 26 - Language: A Curriculum Guide for Special Education.
A. Develops Knowledge of Safety at Home

Center of Interest Units

Introductory Discussions

(1) PREVENTION OF ACCIDENTS

- Dangerous objects
  - Poison
  - Hot liquids
  - Equipment left on floor
  - Bathroom hazards
  - Electrical equipment
  - Gas stoves
  - Unsafe equipment; old ladders, rotten steps

- Dangerous actions
  - Horseplay
  - Throwing things
  - Handling sharp knives
  - Not thinking of other person is cause of accidents

Discuss various accidents that have happened in homes or could happen and how students could avoid, help themselves or help others after the accident.

Discuss safety hazards in the students' homes and how to eliminate hazards.

Discuss the frame of mind of the person who usually causes accidents either on the highway, in school or at home. What was the student thinking about when she or he caused an accident?

(2) ACCIDENT CARE

- Putting out fire
- Administering First Aid

Science of fire and different ways of extinguishing.

Helping injured people particularly those who have stopped breathing.

INTERMEDIATE B. Develops Knowledge of Safety in School

Aims

(1) SAFETY IN THE CLASS-ROOM

- Sitting
- Walking
- Use of equipment
- No horseplay

Keeping from having accidents in the classroom.

Correct behavior.

Proper care and use of material and equipment.

Following directions.

(2) SAFETY IN NON-CLASSROOM AREAS

- Participating in school activities
  - Sports
  - Assemblies
  - Social
  - Disaster or fire drills

- General behavior
  - Hallways
  - Washrooms
  - Lunchroom
  - Outside school
  - School patrols

Delineate and discuss the safe and unsafe aspects of participating in school activities.

Delineate and discuss safe and unsafe behavior in school.

Helping smaller children.
Language Arts

Discuss
- Handling of electricity around water
- Carrying heavy objects
- Walking in dark, particularly basement
- Putting objects on shelves
- Painting or washing walls or ceilings
- Fuse boxes and overloaded circuits

Vocabulary
- Danger
- Caution
- Flammable—inflammable

Number Concepts

Keep track of the number of accidents at home
Count the number of injuries, what caused them, etc. in order to produce their own graph on home accidents
Calling emergency numbers

Related Activities

Checking out home to make sure it is safe including some fire extinguishers
Master First Aid and mouth to mouth resuscitation
Make sure children never admit strangers into house regardless of what they say about needing to get in
Make floor plan of home showing exits in case of emergency

Language Arts

Discuss
- Accidents children have had in school
- Dangerous behavior in school
- Helping students who are hurt

Read
- Stories on safety
- Proper behavior at school and at events

Number Concepts

Counting toys taken out and put away
Counting days without a classroom accident
Counting tokens or stars given for safe and careful behavior
Counting speed in leaving during fire or disaster drill and keeping records to show slowness or improvement

Related Activities

Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms
Allow students to guide themselves around the school
Practice disaster and fire drills until the students know what to do and where to go
Talk by school administrator on school accidents, what caused them and how they could have been avoided
C. Develops Knowledge of Safety in Recreation

Aims

1. AVOID DANGEROUS OBJECTS

   - Learns to recognize and take care of dangerous objects:
     - Old refrigerator
     - Fallen wires
     - Holes in ground
     - Rusty metal or broken glass

   - Avoiding dangerous behavior:
     - Running into streets or across highways or alleys without looking
     - Safe bike riding
     - Throwing objects at people, particularly stones or metal
     - Playing near steep dropoffs or quarries
     - Swimming without lifeguard around or after eating
     - Jumping or diving into shallow water

Introductory Discussions

   - How do children get hurt while playing?
   - What are dangerous objects?
   - Selecting a safe recreation area

D. Develops Knowledge of Safety on Streets and Highways

Aims

1. TRAVELING

   - Behavior:
     - In school bus
     - In car
     - On bike

   - Learning behavior in classroom play settings and in tours of streets, highways or alleys

   - Safety while traveling:
     - Don't distract or bump driver
     - Don't block mirror
     - Correct behavior

   - Have students guess meaning of sign from just showing shape
   - Stop lights and pedestrian controls

   - Basic safety rules:
     - Look both ways before crossing street, highway or alley
     - Obey traffic officer or patrol boys
     - Don't play in streets
     - Icy or slippery roads mean danger whether you're walking or riding
Language Arts

Discuss
- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

Read
- Books on safe recreation
- Keeping areas clean
  - Anti-litter material

Number Concepts

Counting number of unsafe objects
Counting number of flowers or trees seen on a trip

Related Activities

Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety
Learning appropriate behavior at playground or on picnic
Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy, etc.

Language Arts

Discuss
- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

Read
- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

Labeling
- Pictures of unsafe conditions

Number Concepts

Have children learn street and house number systems
Learn highway numbering systems
Counting the number of streets to school
Counting number of cars using different streets

Related Activities

Walks thru the area and along side or across streets, highways or alleys
Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street. Teacher or another student can act as policeman or patrol boy
Collections of stories or pictures on street accidents
Visits by driver education instructor or policeman to give talks on safety
LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

SECONDARY

A. Understands safety in the home
   (1) Extending consciousness of dangerous objects and actions
   (2) Safety in the home is a total family effort

B. Understands safety in recreation

C. Understands safety on the streets and highways
   (1) Highway rules and regulations
   (2) Proper behavior

D. Safety at work
   (1) Proper handling of tools and equipment
   (2) Safe work behavior and attitudes

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded for a listing of safety, protective and highway signs and words secondary level retarded pupils should be exposed to. Also see Bulletin II. A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II. The Practical Arts. pages 15-26, for concepts of safety considered under a series of units under the topic HOME MECHANICS. Also see pages 31-40, for a comprehensive unit on BABY SITTING.

See Bulletin 21-D, pages 12-14 and 66-67, for related safety concepts in the units DO PARENTS HAVE TO BE STRICT? and WILL I BE ABLE TO DRIVE A CAR?

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - Speech Development and Improvement for the Mentally Retarded child and Bulletin No. 26 - Language: A Curriculum Guide for Special Education.
A. Understands Safety in the Home

Center of Interest Units

Sources of potential danger in the home

Introductory Discussions

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

Carelessness or neglect of dangers will result in accidents: developing positive attitudes
Picking up things on the floor
Handling hot, electrical or sharp things with care

Making conditions safe for others as well as yourself

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

B. Understands Safety in Recreation

Center of Interest Units

A. Understands Safety in the Home

Fire safety
Gun safety
Boat safety
Swimming

Introductory Discussions

How to build, control and watch a fire
How to handle a gun or rifle
Learning how to handle a boat
Learning safe swimming practices
Developing swimming ability
Knowing characteristics of lake, river, etc., you are swimming in
Keeping an eye on others
Don’t eat before swimming
Never swim alone

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

Proper care of equipment particularly matches and rifles

Proper behavior and use of equipment
Cleaning up

Using play or recreation areas
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<tr>
<th>Language Arts</th>
<th>Number Concepts</th>
<th>Related Activities</th>
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<tbody>
<tr>
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<td>Frequency of accidents</td>
<td>Intensive study of safety in the home with written reports on unsafe conditions, means of remedying conditions and different methods used. Allow students complete freedom in finding, calling and giving information concerning an accident to the fire department, hospital, doctor, gas company, electric company and police department. Students should make lists of emergency numbers and carry them on their person at all times.</td>
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<td>Improving safety habits</td>
<td>How to help younger members of family practice safety in the home</td>
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<td>Read</td>
<td>Developing graph on accidents and their causes</td>
<td>Talks by public recreation and safety specialists Actual visits to picnics or activities planned for nearby recreation areas Check for unsafe conditions</td>
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<td>Books on safety in the home</td>
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<td>Reports on types and numbers of home accidents</td>
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<td>Write</td>
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<td>Essay on safety conditions in the home</td>
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<td>Means of improving unsafe conditions</td>
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Language Arts

Discuss
Accidents occurring during recreational activities A person's responsibility to others Importance of cleaning up particularly after something is broken in area

Reading
State recreation Department brochures on public safety: camping, fishing, etc. Learning rules

Writing
Essays on rules and good behavior Stories about accidents resulting from unsafe conditions or other's mistakes

Number Concepts

Related Activities

Developing graph on accidents and their causes

Talks by public recreation and safety specialists Actual visits to picnics or activities planned for nearby recreation areas Check for unsafe conditions
### Aims

#### (1) Highway Rules and Regulations
- Rules applicable to highways and other roads

#### (2) Proper Behavior
- Expanding consciousness of safe behavior

#### (1) Proper Handling of Tools and Equipment
- Develop units on specific jobs students have or will have and cover safety features on each job

#### (2) Safe Work Behavior and Attitudes
- Responsibility for other workers:

### Center of Interest Units

#### C. Understands Safety on the Streets and Highways

- Bicycle rules and regulations

#### D. Safety at Work

- Playing near streets or highways
- Riding
  - Bike
  - Motorcycle
- Driving
  - Tractor
  - Car

- Safety as a housewife
- Safety as a worker
  - Handling tools or equipment
  - Proper care of tools and equipment

- Helping others work safely
- Developing safe attitudes towards fellow workers and their jobs
Language Arts

Discuss
Pedestrian safety and hazards
Passenger safety and hazards
Drivers' safety and hazards
Requirements for driving
Rules and regulations of the road

Reading
Books and pamphlets on street and highway safety

Writing
Essays or stories on personal experiences
Public speaking
On different aspects of safety

Number Concepts

Assembling statistics on highway accidents and highway use
Learning number concepts involved in driving
Developing space judgements on distance
Proper speeds

Related Activities

Talks by State, County or local police or safety personnel
Intensive study of particular street or highway situations
A student or group of students can make study and then report to class
Unit on study of accidents with reports and pictures of accidents
If school has driver education, work out unit in conjunction with driver education

Language Arts

Discuss
Types of jobs students are interested in
Types of safety hazards involved in these jobs
How to handle these hazards and how to perform the job safely

Read
Books on job safety

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

Number Concepts

Study of work hazards and types of accidents
Making graph of number of man-hours lost at one company

Related Activities

Visits to local businesses to view safety campaigns conducted by companies
Obtain safety literature and posters from companies
Have each student do an in-depth study of the work he or she is planning on doing after graduation and detail the safety aspects of this occupation
LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Primary

A. Begins to learn about training for a job
   (1) Work in the area
   (2) One's own abilities and limitations

B. Begins to learn about choosing and getting a job
   (1) Requirements for employment
   (2) Ways of getting a job
   (3) Service and agencies that assist in job finding

C. Begins to learn about working on the job
   (1) The rights of the worker
   (2) Benefits available to the worker
   (3) Responsibilities of the worker
   (4) Growth in social and personal skills

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

See Bulletin 21-B. Vol. II. pages 77-80. for suggested units on THE FARMER'S WORK and THE BAKER.

It should be kept in mind that while the curricular emphasis is not necessarily occupationally oriented at the primary level, the pupils are exposed to the concepts and attributes required of successful, self-sufficient community workers from the time of their initial entry into the program. So the child is taught to clean up after spilling his milk, not as a punishment, but as a natural consequence and follow-up activity. Proper attitudes and habits are reinforced, so that this same behavior is reflected in the adult retarded. Thus, the worker on a bench lathe keeps his area clean and swept for the safety and protection of his fellow workers.
A. Begins to Learn About Training For A Job

**Center of Interest Units**

- Family Workers
  - Father
  - Mother
  - Children
  - Other members

**Introductory Discussions**

- Read to class - What They Do All Day
- Class discussion on the need of work
- Picture display of workers at home and away

**IN THE SCHOOL**

- School Workers
  - Teacher
  - Principal
  - Librarian
  - Nurse
  - Custodian
  - Speech Therapist
  - Bus Driver
  - Student Helpers
  - Cook

- School Jobs
  - Visit the entire school plant to find what workers are necessary
  - Filmstrip - School ground Discoverer - Society for Visual Education
  - Use one of school workers as resource person

**ONE'S OWN ABILITIES AND LIMITATIONS**

- Develop an awareness of each child's strong areas - (art, story telling, athletics, etc.)
- What we like to do and what we can do well at home and at school

B. Begins to Learn About Choosing and Getting A Job

**Center of Interest Units**

- Education
  - Advantages of going to school to staying at home

- Personal appearance
  - Self care (teeth, hair, clothes, body, etc.)

- Personality
  - Friendliness (taking turns, sharing)

- Character
  - Honesty
  -Courtesy
  - Respectfulness
  - Punctuality

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

- Mother’s work away from home
  - Work of ‘der brothers and sisters

- Work I do
  - School helpers
    - Teacher
    - Principal
    - Other Students

**Introductory Discussions**

- Why we go to school
- Discussion on getting ready to go to school in the morning
- Movie No. 4005 - Kindness to Others
- Read stories of country's heroes (Washington, Lincoln, etc.)

- Discuss how Daddy got his job
- Mother
- Brother and sister
- Discuss how I earn money
- Discuss how child gets help with unfamiliar school tasks
Language Arts

Discussion
How do you help at home?
Different types of work fathers do
Dramatize work mother does at home

Make a list of workers in the school and tell what each does
Plan a daily schedule for classroom helpers
Read - About School Helpers
(Malmont Pub. Co.)

Test of rules for bus safety
Read story
Ugly Duckling
Crooked Colt
Little Engine That Could

Language Arts

Chart story on
Why We Go To School
Dramatize getting ready to go to school in morning
List ways of being friendly
Chart Story - on importance of a desirable character

Chart story on discussion
List the types of work mother does away from home
Older - Younger
Bigger - Smaller
Tell class of work
Dramatize work done

Number Concepts

Counting members of the family
1st, 2nd, 3rd -
Recognizing pennies, nickles, dimes
Days - when work is done

Room numbers
Number of people in room
Number of seats in room
Days school is attended

Tall - Short
Big - Little
Fat - Thin
Like - Unlike

Number Concepts

Time of School Day
First, second, third, etc.

Time when Daddy goes to work and when he comes home
Time when Mother goes to work and when she comes home
Counting members of family
Discuss allowances

Related Activities

Drawing pictures of different types of work
Filmstrip - Father Works For The Family
(Long Films Slide Service)
Child interviews father regarding his work
Making puppets for dramatization of work at home
Play corner of mother's work

Draw a map of the school
Filmstrip - The Custodian (Am. Films)
Song - The School Bus (Am. Singer p. 184)
Filmstrip - School Helpers (CBF)
Film - The Bus Driver (CBF)

Make pictures or booklet of what they like to do at school, home and play

Related Activities

Movie No. 1163 - Kitty Cleans Up
Daily health inspection
Group games involving taking turns
Read story - Boy Who Called Wolf

Draw - pictures of
Daddy's work
Mother's work
Brother's and Sister's work
Draw pictures of work "I Do"
### P.L.S. #7
#### PRIMARY

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<td>(2) <strong>BENEFITS AVAILABLE TO THE WORKER</strong></td>
<td>Rewards of a job well done</td>
<td>Discuss jobs that children can and should do around the house and yard</td>
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<td>Each member of the family has a responsibility for a successful home unit</td>
<td>Jobs children are expected to do as their responsibility</td>
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<td>All jobs are not rewarded with money</td>
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<td>(3) <strong>RESPONSIBILITIES OF THE WORKER IN THE HOME</strong></td>
<td>Responsibilities at home</td>
<td>Why you have to be a responsible person to have and work with pets</td>
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<td>Importance of care of personal property</td>
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<td>(4) <strong>GROWTH IN SOCIAL AND PERSONAL SKILLS</strong></td>
<td>Responsibilities at school</td>
<td>Why we all have to be responsible for work in classroom</td>
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</table>
Language Arts

List classroom duties

List jobs children do at home
Discuss how to spend money wisely
Chart stories on care of pets

Cost of personal items
Write story on why we have to have room responsibilities
"Many hands make light work"

Number Concepts

Days of the week
Number of days in the week
Number of school days in the week

Spending allowance
Value of money
Number cards using sets of pets

Cost of personal items

Number of kinds of pets in homes of class members
Cost of personal items

Related Activities

Weekly assignments to jobs

Draw pictures of their individual jobs

Movie No. 2931 - City Pets
Show - showing responsibility of caring for pets
Film - Beginning Responsibility (Coronet)
Read story - Little Engine That Could
Sharing of toys in classroom
LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Intermediate

A. Develops ability to train for a job
   (1) Work in the area
   (2) One's own abilities and limitations

B. Develops knowledge about choosing and getting a job
   (1) Requirements for employment
   (2) Ways of getting a job
   (3) Services and agencies that assist in job finding

C. Develops knowledge about working on the job
   (1) Rights of the worker
   (2) Benefits available to the worker
   (3) Responsibilities of the worker
   (4) Growth in social and personal skills

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

See Bulletin No. 15 - Vol. II. The Practical Arts. and pages 9-46 and 79-86, for suggested units and meaningful activities related to the world of work.

P.L.S. #7
INTERMEDIATE

Aims

(1) WORK IN THE AREA

A. Develops Ability to Train for a Job

Center of Interest Units

Community helpers:
- Protection
  - Fireman
  - Policeman
  - Weatherman

Communication jobs:
- Postman
- Newsman
- Telephone and Telegraph
- Radio and T.V.

Food jobs:
- Farmer
- Dairyman
- Stores
- Restaurants

Transportation jobs:
- Truck
- Train
- Airplane
- Taxi
- Boat
- Auto
- Bus

Introductory Discussions

Series of Filmstrips
(for all helpers)

Movie - #3715 The Policeman and #0708
The Fire Engine

Bell Telephone Company material

Newspaper jobs

Telegraph, telephone, radio and T.V. jobs

TV Guide

Discussion

Picture display

Food charts

Movie - #3098 The Farmer

Discus other jobs

Movie - #0564 Development of Transportation

History of transportation

(2) ONE'S OWN ABILITIES AND LIMITATIONS

B. Develops Knowledge About Choosing and Getting A Job

Center of Interest Units

Education
- Importance of attending school regularly

Personal appearance:
- Grooming
- Health habits
- Cleanliness

Personality:
- Pleasant disposition
- Friendliness
- Fairness

Character:
- Punctuality
- Honesty
- Self-control
- Loyalty
- Courtesy
- Dependability
- Respectfulness
- Co-operative

Introductory Discussions

List two reasons why we go to school - and discuss

Display of posters of proper and improper grooming

Filmstrip - Let's Get Ready For School (SVE)

Discussion on why we like our friends and why we disapprove of some children
### Language Arts

**Writing**
- Arranging field trips
- Class discussion
- Short stories after field trips

**Book - Fireman Fred**

**Dramatization**
- Write newspaper article for school paper
- Telephone courtesy
- Correct letter forms

**Discussion of interrelation of farmer and stores**
- Stories of value of food to our health
- Reading and understanding traffic signs
- Safety story on travel

**Spelling words involved in transportation**
- Read stories where handicapped people have succeeded in life - such as Helen Keller, President Roosevelt
- Read want ads
- Discuss handicaps of children in school and community

### Number Concepts

- Expense of trip
- Reading thermometer
- Tape code of police and firemen
- Telephone numbers
- Telephone bills
- Price of mail delivery
- Prices of food
- Money - have a store (change money concepts)
- Dozen, pint, quart, etc.
- Cost of transportation (train, air, taxi, bus and auto)
- Measurement miles-gallons
- Budgeting
- Computing wages from want ads
- Recognizing adequate wages
- Size - tall, short, big and small

### Related Activities

- Songs
- Drawings
- Field trips
- Fire station
- Police station
- Weather station
- Filmstrip - Family Helpers (SVE)
- Stamp collecting
- News Bulletin Board
- Set up Post office
- Filmstrip - Postoffice Workers and The Postman (SVE)
- Scrapbook
- Make butter
- Trip to dairy farm
- Filmstrip - The Grocer (SVE)
- Trip to airport
- Mural of transportation
- Short train trip
- Strip films on handicapped people
- Read the story: The Little Lame Prince
- Movie - Helen Keller

### Language Arts

**Plan daily school day with children**

**Write dialogue for puppet show to illustrate types of personality**

**Read to class**
- Snow White and the Seven Dwarfs

**Discuss names and traits of seven dwarfs**

**Conversation and Dramatization**

**Job interviews**

**Reading want ads**

**Filling out application**

### Number Concepts

- Hours
- Minutes
- Telling time

**Measurements**
- Inches
- Feet
- Yards

**Keeping appointments**

### Related Activities

- Filmstrip - Good Day In The Third Grade
- Make puppets
- Puppet show
- Health inspection
- Filmstrip - Clean As A Whistle (Young America)
- Filmstrip - Getting Along With Yourself
- Picture of each dwarf showing character types
- Filmstrip - Working Together
Aims

WAYS OF GETTING A JOB

SERVICES AND AGENCIES THAT ASSIST IN JOB FINDING

INTERMEDIATE Aims

RIGHTS OF THE WORKER

BENEFITS AVAILABLE TO THE WORKER

RESPONSIBILITIES OF THE WORKER IN THE SCHOOL IN THE COMMUNITY

GROWTH IN SOCIAL AND PERSONAL SKILLS

Center of Interest Units

Ways of getting a job:
- Making inquiries
- Friends
- Neighbors
- Teachers
- Relatives

Employment agencies:
- Local
- State
- Private
- Want ads

C. Develops Knowledge About Working on the Job

Center of Interest Units

To understand privileges involved in classroom duties

Rewards of a job well done

- Family responsibility for a successful home unit
- All jobs are not rewarded with money

Loyalty to classmates and instructors

Pride in a job well done

Dependability in completing the job

Care of personal property

Accepted by classmates and adults

Continue interest in activities started and broaden interests

Introductory Discussions

Discuss ways members of the family obtained their job or positions

Teacher and pupil discussion on classroom appearance

Jobs that children can and should do around the house and yard

Jobs children are expected to do as their responsibility

Discussion on what is meant by loyalty to classmates, teachers and school

Why we should do a good job

Filmstrip - Our Job In School (EBF)

Story of the Boy and the Dike

Discuss importance of caring for possession

Acceptable personal traits
Language Arts

List classroom duties
List jobs children do at home
Discuss how to spend money wisely
Read and discuss the story of Benedict Arnold
Draw pictures of
Before and After of Jobs
Plants
Bookshelves
Desks, etc.
Discussion of Boy and the Dike and The Boy Who Cried Wolf
Write chart story on characteristics of a good friend

Number Concepts

Spending allowance wisely
Value of money
Budgeting allowance

Related Activities

Monthly assignments to room jobs
Draw pictures of their own job
Plan a budget
Make money charts
Filmstrip - Part Of The Team (EBF)
Filmstrip - Jimmy Didn’t Listen (Simmel-Meserney)

Cost of items owned
LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Secondary

A. Understands about training for a job
   (1) Work in the area
   (2) One's own abilities and limitations

B. Understands about choosing and getting a job
   (1) Requirements for employment
   (2) Ways of getting a job
   (3) Services and agencies that assist in job finding

C. Understands about working on the job
   (1) Rights of the worker
   (2) Benefits available to the worker
   (3) Responsibilities of the worker

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

See Bulletin No. 15 - Vol. II. The Practical Arts. and pages 9-46 and 79-86, for suggested units and meaningful activities related to the world of work.

See Bulletin No. 21-D. pages 40-51 and 64-65, for suggested units on LANDING A JOB, WHAT CAN I DO TO GET A JOB? WHAT TYPE OF JOB CAN I DO? WHAT MUST I DO TO KEEP A JOB. VOCATIONAL GUIDANCE, A PAPER UNIT, and WILL I BE ABLE TO DRIVE A CAR? in this area.
A. Understands About Training for a Job

Center of Interest Units

Introductory Discussions

(1) WORK IN THE AREA

JOBS AVAILABLE

NATURE OF THE JOB

Survey of local job opportunities:
- Part or full time
- Location
- Use of maps

Survey of local industries to determine the nature of available work:
- Wages
- Chance for advancement
- Skilled or unskilled
- Active or sedentary

(2) ONE'S OWN ABILITIES AND LIMITATIONS

SELF ANALYSIS

My abilities and limitations

Utilize aptitude, interest and achievement tests
Discuss meaning of abilities and limitations

SELF APPRAISAL

Personal appearance

Discuss importance of appearance - clothing, self, etc.
Film on good grooming

B. Understands About Choosing and Getting A Job

Center of Interest Units

Introductory Discussions

(1) REQUIREMENTS FOR EMPLOYMENT

Work Permit and how it is obtained

Skills and assets needed

General and specific requirements i.e. drivers license, age, vision, physical, mental, social, others

Discuss personal aspects needed in getting and holding a job

(2) WAYS OF GETTING A JOB

PREPARATION

Ways of getting a job:
- Personal contact
- Written application
- Want ads
- Telephone
- Friends

Discuss ways of getting a job
Film (BAUI #3040 Getting a Job)
Read and discuss a want ad

APPLICATION

Job interview

How does one prepare for a job interview
### Language Arts

- Letters to local employers
  - Job applications
  - Types of jobs
- Thank you letters
- Write descriptive paragraph about job visits
- Discuss means of transportation to jobs
- Spelling names of local businesses

- Read and report on different types of jobs from the Finney Series Finding Your Job or other work series
- Reports to class on the On The Job Training
- Interview employed students
- Have an employed student talk to class

- List job possibilities according to abilities and aptitudes shown by test
- Socio-dramas with designated liabilities, capabilities and disabilities
- Theme on kind of work I am interested in and how I am fitted to do the job
- Theme on areas for self-improvement
- Read and discuss newspaper articles and columns on grooming
- Analyze self thru theme listing strong and weak points in personal grooming
- Scrapbook showing examples of good grooming
- Role playing
  - Good vs. poor grooming

### Number Concepts

- Street and telephone numbers of industries
  - Know street numbering system
- Cost of transportation to job
- Comparison of wage with types of jobs
  - Range of wages
- Relate area jobs to number concepts needed
  - Sales slips
  - Receipts
- Determine percentage of students employed
- Total hours students work
- Figure out average student wage
- Analyze arithmetic deficiencies on achievement list
- Analyze numerically classroom records of attendance, completion of assignments, etc.
- Compute time lost thru absence
- Cost of work clothing and proper dress
- Cost of good grooming

### Related Activities

- Film - (BAVI) #1342 How to Investigate Vocations
- Career Day
- Employment counselor speak to class
- Filmstrip - on Factory Workers, (Ed. Proj. Inc. 10 E. 40th St. N.Y. 17, N.Y.)
- Visit industries and other places of employment
- Film - (BAVI) #1084 Introducing Alice the Waitress
- On the job training
- Scrap books containing pictures and job information
- Film - (BAVI) #5465 When I'm Old Enough Goodbye
- Bulletin board showing people at work in different kinds of jobs
- Review cumulative records with students
  - Attendance
  - Health
- Study of report cards
- Compare citizenship grades with academic grades
- Filmstrip - (McGraw-Hill) Are You Adaptable?
- Do you win arguments and lose friends
- What I want to be
- Film - (BAVI) #0701 Finding Your Lifework
- Utilize charts to discuss good grooming

### Related Activities

- Filmstrips in series occupational educational - (Eyegate House #2, 3, 4, 6, 7, 8, 9)
- Finding your job (Finney Co. Minneapolis, Minn.)
- Compilation of personal data record
- Film - #0700 (BAVI) Find the Right Job
- Filmstrip - Job Interview (Eyegate House)
P.L.S. #7

Aims

(3) SERVICES AND AGENCIES THAT ASSIST IN JOB FINDING

Center of Interest Units
Wisconsin and U.S. Employment Services
Private employment agencies

SECONDARY

Aims

(1) RIGHTS OF THE WORKER ON THE JOB

Center of Interest Units
Labor unions
Closed and open shop
Employee-effector relationships
Rights as union member
Safe working conditions
Living wage
What is it?
Minimum wage (legal)

C. Understands About Working on the Job

OUT OF A JOB

(2) BENEFITS AVAILABLE TO THE WORKER ON THE JOB

Unemployment compensation

OFF THE JOB

IN RETIREMENT

(3) RESPONSIBILITIES OF THE WORKER TO GOVERNMENT TO EMPLOYERS TO SELF AND FELLOW EMPLOYEES

Introduction Discussions

Bulletin board display of employment agencies
Discussion of agencies and services
U.S.E.S. (Wis.)
Vocational Rehabilitation
Private agencies

Introductory Discussions

Have students discuss unions as they see them
Pros and cons of unions
Discuss what are rights of worker
Ask students what minimum wage means and how much it is - discuss

Discuss unemployment compensation and right employee has to same

Discuss Social Security
Find out if any one student now is on Social Security
Discuss student insurance and insurance in general
What is a pension?
Bulletin board of ads about retirement

Discuss - What is Workman's Compensation?
What does Compensation mean?

What is Income Tax?
Why is it necessary?

Film - (BAVI) #2511 You and Your Work
Discuss why employee has obligations toward employer
Film - (BAVI) #3414 Wrong Way Butch
Discuss importance of safety in industry
Bulletin board display on industrial accidents reported in paper
Have representative from safety council speak
Language Arts

Socio-drama - on job interview
Fill in U.S.E.S. forms
Practice job interview with U.S.E.S.
Discuss and/or write what agencies can do for one
Analyze fallacious advertising of correspondence and home study schools

Language Arts

Write invitation to union leader to speak to class
Write to various unions for descriptive literature
Write essay on rights of worker
Discuss living wage and why it—s different for everyone
Write to
Determine criteria of eligibility for unemployment compensation

Number Concepts

Number of people served by U.S.E.S.
Study cost of employment agencies
Cost or fees for job
Percentage of salary

Number Concepts

Dues for unions and their deduction from check
Determination of wages from hourly and time employed
Discuss cost of living and what it means
Compare unemployment compensation- amount one might collect

Number Concepts

Percentage taken from salary for O.A.S.I.
Difference between gross and take home pay
Cost and value of insurance
Yearly premium for insurance
Cost of retirement plans
What would it cost to live at 65
Value of benefits derived from Workman’s Compensation

Related Activities

Visit U.S.E.S.
Have U.S.E.S. counselor visit class
Movie on Employment Agencies
Film - (BAVI) #1035 I Want A Job

Related Activities

Union official speak to class
Bulletin Board of newspaper clippings on union activities
Film - (BAVI) #3046 Good Place to Work
Bulletin board of clippings on unemployment problems
Film on O.A.S.I.
Obtain a Social Security card
Bring ads of various kinds of insurance and different companies
Bring in policies and examine same
Survey of students’ family and age of people who have received Workman’s Compensation

Reading a tax manual and tax form
Write to local tax office for information
Writing a check
Demosntrations
Speeches on care of hand tools
Discussion on why a day’s work for a day’s pay
Discussion on why is the habit of punctuality important?
What is courtesy at work?
Write safety slogan
Why do we have child labor laws?
Why are certain minimum wages necessary for some jobs?

Computing tax
Reading a tax schedule
Value of tools, parts, repairs, etc.
Time and pay lost thru accidents

Film - (BAVI) #1002 How to Keep a Job
Display of tools
Film - (BAVI) #5307 ABC of Hand Tools
Visit local industries to see safety precautions and rules
Check school for safety signs and precautions
Make collection of safety signs
LEARNING HOMEMAKING

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

Primary

A. Begins to develop family relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Begins to learn homemaking habits and skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Child care methods

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts for homecraft and seasonal ideas related to homemaking concepts. Also see Vol. II - The Practical Arts, pages 28-30, for an illustrative primary unit on WASHING THE FAMILY CAR.

See Bulletin 21-B, Vol. I, pages 19-25, for suggested and illustrative units on HAVING FUN WITH OUR FAMILY AND FRIENDS and THE FAMILY. Also see Vol. II, pages 81-91, for another unit on THE FAMILY AND THE HOME.
Aims

(1) REACTS TO THE FAMILY AS A UNIT

THE FAMILY PURPOSE

Uses of clothing

Neatness and care

Suitability to climate and occasion

THE FAMILY ROLES

REACTS TO SELF-CONCEPT IN THE FAMILY

THE FAMILY CUSTOMS

GENERAL FAMILY CUSTOMS:

Family celebration of holidays, etc.

THE FAMILY IN THE COMMUNITY

Responsibility of the family to the community:

Neighborhood

Family helpers

Institutions of the community

Introductory Discussions

Discussion to be held after playing house (or with a doll house)

Subject - What things do we do as a family?

Make a scrap book of the children's own families and discuss who are the members of the family

When a disagreement arises over family practices, differences in family customs may be discussed stressing that there is no one right way to do anything

Discuss the role of "me" in the family, after discussing the other family roles

B. Begins to Learn Homemaking Habits and Skills

Aims

(1) USES OF CLOTHING

NEATNESS AND CARE

SUITABILITY OF CLOTHING

Center of Interest Units

Introductory Discussions

Function and location of cloakroom, lockers, shelves

Arrangement of coats, boots, umbrellas, scarves, etc.

Daily, weekly, seasonal care of clothing: washing, mending, ironing, folding

Equipment for the care of clothing: hangers, brushes, etc.

Kinds of clothes during winter, summer

Styles used for school, church, etc.

Pointers to follow in the choice of material: quality, color, etc.
### Language Arts

**Read:**
Stories to children about families and what they do.

**Discuss:**
- Make lists and write about things children do in their families.
- Things we learn at home.
- List activities of family members.
- Importance of each role to the family; all activities are important.
- Bring in and share family customs.

**Read:**
Stories about famous family practices in history.

**Discuss:**
- Meaning of each holiday.
- How each child's family celebrates each holiday.
- How doctor, dentist, grocer, etc., help us.
- What good neighbors are and do.
- The place of church, industries, etc., in the community.

**List:**
- Things children could do to be better neighbors at school.

**Discuss:**
- Good manners.

**List:**
- Privileges and responsibilities of living in a family.

**Dramatize:**
- Good manners in different situations.
- Role play and discuss how other family members feel when we act a certain way.

### Number Concepts

**Counting:**
- List the activities of the family.

**Use of relationship words, e.g.,**
- big - little, old - young.

**Count:**
- How many members in the family.

**Count contributions to charity drives made by children.**

**Count number of relatives of each child.**

### Related Activities

**Related Activities**

- Make pictures of family activities.
- Make a bulletin board of the purposes of a family.
- Guess Who game of family members.
- Songs about family members.
- Play house with appropriate props, characteristics and activities.
- Make pictures of different members in their activities.

- Make a holiday calendar.
- Celebrate the major holidays with parties.
- Sing holiday songs.
- Make presents for the family for Christmas.
- Make Valentines.
- Make picture stories about holidays.
- Make holiday decorations for school and home use.

- Count contributions to charity drives made by children.

- Visit family helpers.
- Visit institutions of the community.
- Make pictures of activities that a good neighbor does.

- Guess Who game with family helpers.
- Collect pictures of family helpers.
- Role play family helpers.

- Make a bulletin board about relation of self to all family members.

- Make a bulletin board about the relationship of self to all family members.

- Make pictures about a child's responsibilities to his family.

### Language Arts

**Give words, phrases and then short sentences.**
Example: a coat, a red coat, a heavy red coat; Joan has a heavy red coat.

**Recognize and verbalize types of clothing.**

### Number Concepts

**Size:**
- Big - small,
- Tiny - large,
- Light - heavy.

**Count:**
- Objects in the room.
- Girls in the room wearing red sweater, blue skirt.
- Boys in the room wearing brown pants, black shoes.

### Related Activities

- Have pupils demonstrate proper way of hanging coats, folding scarves or placing in an orderly way - articles kept in the lockers.
- Have pupils demonstrate how these are kept in closets, shelves in their own room at home.

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### B. Begins to Learn Homemaking Habits and Skills

#### Center of Interest Units

<table>
<thead>
<tr>
<th>(1)</th>
<th>Textiles</th>
<th>Different kinds of textiles: Cotton, silk, wool, etc. Which is best for what occasion and season</th>
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<tbody>
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<td>(Continued)</td>
<td>Shopping</td>
<td>Discuss: How to behave when going shopping. Emphasize use of courteous expressions such as - Please, may I, would you mind, etc.</td>
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<tr>
<td>MATERIALS USED IN CLOTHING</td>
<td>Construction</td>
<td>Display of common sewing tools. Examine and identify tools. Function of needle, scissors, etc. Using each properly. Correct way of threading, holding the needle and making a knot. Holding and passing the scissors. Placing pins on a pin cushion and not in one's mouth.</td>
</tr>
<tr>
<td>MAKING OF CLOTHING</td>
<td>Types of food</td>
<td>The importance of family meals. A balanced diet. Health values of food. Developing health habits. Sources of food (seeds, etc.). Food habits of families in other places. Foods produced in own community.</td>
</tr>
<tr>
<td>NEED FOR FOOD</td>
<td>How to shop for food</td>
<td>How to make shopping lists. What to consider in buying food. What to do in planning for a shopping trip. What locations to consider in buying food. Savings entailed in buying in large quantities. Reading can labels for price and quality. Safety in shopping. Discuss and plan trips to creamery, bakery, etc.</td>
</tr>
<tr>
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Language Arts

Comparative terms:
Soft - hard
Rough - smooth
Printed - plain
Thick - transparent

Dramatize proper way of shopping

Comparative term:
Hard - soft
Dull - sharp
Dull - shiny

Number Concepts

Discuss:
Measurements
Yardstick
Foot
Inches

Count:
Number of objects displayed
Discuss size and shape of tools used

Compute:
Cost of each sewing tool
Cost of complete sewing equipment

Related Activities

Prepare a scrapbook and label properly what each dress is for
Use cutouts and ask them to identify the clothes
Prepare a scrapbook with the different kinds of cloth properly labeled

Field trip to a dry goods store

Have pupils bring to class some of the sewing equipment discussed in class
Demonstrate simple, basic stitches and students may be allowed to make simple household objects of their choice such as Placemats Hankies Scarf (triangle, rectangle)

Dramatize:
Family at dinner
Cleaning up for dinner

Write:
Foods necessary for health
New words learned in relation to unit

Read:
Food production
Go thru magazines for pictures and labels on food

Report:
On new foods they cried

Write:
Shopping list with prices
List ingredients in foods
Dramatize:
Shopping in a supermarket
Report:
On whole trip (include safety)

Read:
Books on these various places (bakery, etc.)
List:
Foods or products from these places

Dramatize:
Mother's role in cooking
Play kitchen (make imaginary food)

Write:
Foods and ingredients needed in food preparation
Make out or write up recipes

Count:
Ingredients in foods
Foods needed on list
Add:
The prices of foods
Compare:
Labels
Size of cans, boxes
Size of solid objects (apples)
Quantities:
Pint, quart, pound, etc.
Light - heavy
Small - large

Count:
Household equipment used in cooking
Number of foods and ingredients
Budgeting Time:
How long to cook various foods

Make food models and practice selecting nutritious meals
Make a hotbed or cold frame in early spring
Open grain of corn and find seed
Make a seed collection
Plant bean seeds near the window and watch them grow
Collect magazine pictures of foods and animals related

Write:
Close pictures of foods in a supermarket
Collect pictures, labels and types of supermarket

Make maps of locations of bakery, etc.
Take trips to food areas (parent and teachers included)

Manipulate and operate household utensils, equipment and machines
Organize class for sharing group work
Model or draw representation of foods used in cooking
Collect recipes in a self-made recipe book
**P.L.S. #8**

**PRIMARY**

**Aims**

**B. Begins to Learn Homemaking Habits and Skills**

**Center of Interest Units**

**Introductory Discussions**

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**USES OF FOOD**

**PREPARING FOOD**

(Continued)

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<td>Correct handling of knives and sharp objects</td>
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Language Arts

Read:
- Directions in recipes

List:
- Ways to use cleanliness in food preparation

Diagram and Label
- A table setting

List:
- Kinds of colors that blend well
- Kinds of flowers suitable on table

Dramatize:
- Good table manners in a serving situation

List:
- Ways good manners are shown

Write:
- About a holiday celebration

Label:
- Various stacks into which dishes are placed in cupboard

List:
- Popular brands of dish soap
- Ways of handling foods and objects safely
- Ways of safely cleaning appliances
- Ways of cleaning up

Discuss:
- Allowances
- How to save money
- What kinds of things to buy, other expenses
- Sources of family income

Number Concepts

Measurement:
- How much of what to add to make whole or finished goods

Subtraction:
- How much to take away when too much is added

Count:
- Silver and dishes used
- Formation of concept:
  - Enough
  - Too many
  - Too little
  - Balance
- Size and shapes of objects (symmetry)

Concept of like objects placed together
- Compare size of wash cloth and towel
- Compare size of boxes of soap, etc.

Inventory of supplies and perishables
- Concept of size and shape of containers
- Weight of containers

Count money and make change
- Make out simple budget

Related Activities

Take trip to restaurant or bakery (observe safety and sanitation utilized in cooking and baking)

Set table for a social function
- Practice arranging flowers and blending colors
- Practice correct way of serving others
- Carry over good conversation into everyday life
- Collect holiday scrapbook and recipe book of meals

Practice clearing away of dishes
- Practice washing dishes
- Practice safety principles
- Practice cleanliness principles
- Model or draw representation of model of work area with labels for sections needing cleaning

Diagram a refrigerator inside and outside
- Diagram shelves and sketch and label in supplies

Dramatize shopping experiences with play money
- Take a trip to a store, bank, post office
- Dramatize family discussion about money matters
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**172**
**Language Arts**

Discuss the purposes of different types of dwellings

Discuss:
- What kinds of furniture and equipment go in different rooms in a house
- Aesthetics in the home - color schemes

List:
- Chores at school
- Chores at home

Discuss:
- Appearance of home and surroundings

Discuss:
- About accidents that have happened and their causes
- About food we eat

Make:
- Simple charts on health and safety principles

Discuss:
- Pets at home and their care
- Baby animals (cat - kitten, dog - puppy)

Read:
- Stories about animals

Discuss:
- Fetal development and show pictures
- Difficulties experienced by pregnant women
- When mother goes to the hospital

Discuss:
- How we feel about new babies, how we act around babies

Learn:
- Simple songs, rhymes and finger plays for young children

**Number Concepts**

Count number of houses

Measure rooms, compare sizes

Make simple floor plan

Count silverware

Size of silverware

Measure amounts of medication (number of aspirin, etc.)

Charts: time chart

Measure growth of plant

Sizes of newborn babies (e.g. with present height and weight)

Growth rates

Feeding and sleeping schedules

How many brothers and sisters do you have?

**Related Activities**

Build different kinds of houses with blocks, cardboard

Walk around neighborhood to identify kinds of homes

Trip to see houses being constructed

Put up doll house

Make furniture

Material scraps for curtains and rugs

Make scrapbooks of houses, furniture, appliances

Assign cleaning jobs at school

Water plants

Put away toys

Clean doll house corner

Singing and games about home care

Make scrapbooks of family members at their tasks

Gather first aid kit

Dramatize
- Being cut with knife
- Play yard accidents
- Practice calling doctor, fireman, police on toy telephone

Make scrapbooks

Home accidents

Accident prevention

Food essentials

Growth of tadpoles into frogs

Hamsters

Watch egg hatch or visit hatchery

Visit farm

Growth of plant; beans germinating

Dramatize helping mother when she's expecting

Doll house; dramatize care for dolls, wash clothes, feed, change diapers

Scrapbook of babies

Scrapbook of games and toys for young children
LEARNING HOMEMAKING

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

Intermediate

A. Develops knowledge of family relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Develops ability to use homemaking habits and skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Health and safety in the home
   (5) Child care methods

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


See Bulletin 21-C, pages 93-96, for a suggested and illustrative unit on HOME LIFE designed for the intermediate level.
P.L.S. #8
INTERMEDIATE
Aims

(1)
REACTS TO THE FAMILY AS A UNIT

THE FAMILY PURPOSE

- Understands the family purpose:
  - Activities in which family cooperation is required
  - Games and other related activities that the family as a whole or part can participate in
  - Learning of various social graces
  - Learning to cooperate and achieve similar goals
  - Duties of all members in the family

THE FAMILY ROLES

- Understands the family roles:
  - The roles of father, mother, brother, sisters and others living with the family i.e., grandfather and grandmother
  - Who they are and what they do

THE FAMILY CUSTOMS

- Understands the family customs:
  - Community celebrations
  - Family celebrations relative to holidays and special occasions
  - Folk dancing and social games

THE FAMILY IN THE COMMUNITY

- Understands the family in the community:
  - Community agencies as related to health services, financial help, advisory help, or social and spiritual advice

Introductory Discussions

- Display of pictures which involve the family in educational, social, vocational and recreational pursuits
- Show film on family living
- Tell stories about families or family living
- Film on the family engaged in various roles
- Slides on family members performing numerous duties
- Movie on local or national customs and holidays
- Discovering pupil’s birthday
- Report of students’ experiences within the family group (birthdays, anniversaries)
- Stories about celebrations and holidays
- Field trip to hospital, business section, post office, churches, police department, industries and fire station
- Movie or film strip on the family involved in community activities
- Visit from professional personnel describing their civic duties and what they expect from citizens

(2)
REACTS TO SELF-CONCEPT IN THE FAMILY

- Relationship of self in conjunction with those in the family
  - Work
  - Play

- Report on duties in the home
- Movie or film strip on duties or problems that develop in the home
Language Arts

Read:
Book on family life

Write:
Experiences in achieving family purposes

Discuss:
Learning to cooperate in planning and working together; examples of cooperation in the family

Read:
Book on family life

Write:
Short report on each member of family and explain what each one does; names of family members

Discuss:
What each member in the family does; compare activities of members in various families

Read:
Stories about customs, holidays and celebrations

Write:
Ways family celebrates special events; list and compare all events celebrated

Dramatize:
Performing and showing family customs

Read:
How to be a good neighbor; what organizations do for us and what we should do for them; safety rules in home and community

Write:
List safety rules in the community; recognize signs (stop, R.R. crossing, danger)
About people who live near you

Discuss:
How to help one's neighbor
About people in the community who serve us such as the milkman, fireman, policeman and postman

Dramatize:
Role play the policeman, doctor, nurse, postman, milkman and fireman

Read:
Articles on family living; books on family living

Write:
Duties toward father, mother, brothers and sisters; what the family should expect from you and what you should expect from the family

Discuss:
The role of the self and others in selecting planning and carrying out leisure time activities; differentiate between leisure time and time for duties and tasks

Number Concepts

List six activities carried on in the home and then compare activities that have been put on the list

Number in family
Age
Weight
Size
Birthdate of members in the family
Old-er-est
Young-er-est

Dates of birthdays, holidays, anniversaries and other special events

Locations of buildings by street and numbers
Phone numbers of hospital, doctor, police, fireman, friends and home

Students list a number of activities done in the home and then compare activities with others

Related Activities

Collect photographs of family involved in family activities
Make puppets and dramatize family experience relative to cooperation in home

Keep record of individual duties carried out in the home
Collect pictures of family members performing various duties
Learn and practice home activities which can be carried over into the home
Draw members of family going about performing various family functions

Bulletin board on special events
Listen to records concerned with special events
Make and wrap gifts for different occasions
Sing birthday songs relative to holidays or other events

Make a map of community showing where students live and where major buildings are
Collect pictures of local groups in action
Draw pictures of people serving the community
Bulletin boards which display danger and warning signs such as stop, high voltage, school crossing and exit

Bulletin board showing numerous duties performed by students while at home
Pictures showing family doing things together
Keep record of duties carried out in the home

Locations of buildings by street and numbers
Phone numbers of hospital, doctor, police, fireman, friends and home
B. Develops Ability to Use Homemaking Habits and Skills

Center of Interest Units

Introductory Discussions

Discuss classroom lockers or cloakroom; location; arrangement of articles; brush off excessive dust or snow. Discuss home care daily; weekly; seasonally. Discuss dry cleaning.

(1) USES OF CLOTHING

NEATNESS AND CARE

- Neatness and care

SUITABILITY OF CLOTHING

NEATNESS AND CARE

- Suitability to climate and occasion

SHOPPING FOR CLOTHING

- Shopping

MATERIALS USED IN CLOTHING

- Textiles

CONSTRUCTION OF CLOTHING

- Construction

(2) USES OF FOOD

NEED FOR FOOD

- Need for food: Health habits
- How to select well balanced meal to keep healthy
- Basic seven foods
- A unit on food from other areas
  - Various workers
  - Climate
  - Type of products

SHOPPING FOR FOOD

- Shopping:
  - Selecting a market to make shopping
  - Selecting foods from the store
  - Budgeting

Uses of food to the human body
- The specific functions of each in the human body (simple ideas) carbohydrates, proteins, fats, vitamins, minerals and water
- High and low caloric foods
- Source and kinds of food
- Need for local and food from other areas

Factors influencing the price of food in markets
- Selecting fresh or good stored foods
- Comparison between the prices of different markets
- Shopping list use
Language Arts

Reading:
- Identify locker by name; color; object
- Names on articles like boots
- Labels on boxes which have seasonal clothes packed in them

Vocabulary:
- Old or new clothes

Reading:
- Labels of brands, sizes, etc.
- Situation of mother and pupil on shopping trip
- Point up possibilities, conflicts and difficulties
- Discuss ways of improving

Spell:
- Fabrics used in clothing: Cotton, linen, wool, nylon, orlon, rayon, dacron

Vocabulary:
- Sharp and dull
- Pair, pear, pare
- Not, knot

Discuss:
- What is this picture
- Classify kinds

Read:
- About food production, magazines, newspapers, malnutrition cases

Write:
- Food lists

Spell:
- Names of foods

Tell:
- About your home meal and evaluate

Discuss:
- Price lists of different markets

Reading:
- Store ads

Write:
- Foods to buy; for a day, for a week

Compare:
- Lists of food and prices

Number Concepts

Count:
- 2 gloves; boss; rubbers
- Sizes of shoes; half sizes
- Change at the laundromat

Vocabulary:
- 2 meaning pair

Time:
- Length of seasons; more winter or summer clothes
- Directions: North, south, east, west

Count:
- Label of sizes
- Personal sizes
- List amount of each article to be purchased
- Make list of clothes and check costs

Totaling cost of wardrobe

Measurement:
- Number used to designate thickness of thread
- Types of textiles

Time:
- Work schedule for completion of weaving

Count weaves completed each day to see if on schedule

Measurement:
- Measure or estimate length of yarn to be used in the weaving

Counting daily grams, calories for daily requirement for adult and child

Count:
- Number of each kind needed
- Price of the food bought after shopping

Problems on shopping

Formation of concepts:
- Small, some, light, heavy, ounces, pounds, pints, quarts, etc.

Related Activities

Locker inspection duty by pupils taking turns
- Class go to laundromat
- Use of drawers; closets for hanging clothes
- Polish shoes

Make posters of cutouts from magazines, old pattern books, to demonstrate: part; school; casual; downtown; sleep wear

Take a shopping trip by using a mail order catalog

Dramatize:
- A skit in which shoppers show the right and wrong attitude and actions

Principal weaves illustrated with drawings and samples such as: satin; pile; basketweave; plain; twill

Study fabrics in relation to easily soiled surfaces; colors which show soil; washable or require dry cleaning

Necessary tools for sewing: needles; thread; thimble

Correct way of threading, holding needle, making knot

Weave pot holder and other similar projects

Films on "Food and Human Body"

Suggesting meals and reporting on these meals

Grouping plants and products

Collecting magazines, newspapers and special journals on food

Book on foods eaten daily

Trip to the local market

Sending letters to big stores to have their lists

Preparing personal shopping lists; for a day, or for a week

Checking store ads
B. Develops Ability to Use Homemaking Habits and Skills

Center of Interest Units

PREPARING FOOD

Preparing food:
- Planning simple menu for simple meal
- Sharing in cooking a simple meal, in class-
  room or in home
- Kitchen facilities and usage

SERVING FOOD

Serving food:
- Arranging table
- Serving a guest on the table, a meal, party
- Customs

CLEANING-UP AFTER MEALS

Cleaning up:
- Cleaning up equipment from the table
- Cleaning equipment and tools after use
- Arranging table and kitchen after use

PERSERVING FOOD

Conserving food:
- Vegetables, eggs, cheese, meat, for a period
  of time in
  Home
  Class
- Using refrigerator
- Shelves
- Containers

HOUSEKEEPING PROCESSES

Family finances
- Ways in which a family earns money

Introductory Discussions

Patterns of food in day meals
- Planning menus for meals
- Class tea party
Cooking
- Effect of cooking on food and procedure to
  follow to prevent destroying and discarding
  of nutrition
- Customs from different foreign countries in
  cooking, preparing the different kinds of food
- Service schedule discussion
- Cleanliness

How to set the table
- General appearance of the room
- Placement of table, chairs, tools
- Decoration of table
- Where guests and hostess can sit

How to serve
- Handling different plates
- Bread, biscuits, cakes
- Filling glasses or cups

Cleaning
- Removing plates, spoons, knives, forks from
  the table
- Washing equipment
- Using soap
- Removing grease from pots, stove

Check on equipment after use

What kinds of food can be stored
- The causes of food spoilage
  Molds, yeast, bacteria
- Prevention of spoilage
  Cooling, sterilization, removal of moisture,
  exclusion of air, refrigeration, using vine-
  gar, sugar, salt
- Correct placement of food for preserving

Discuss ways to earn money by working for
- others, owning a business, renting property,
  or receiving aid from social agencies

Discuss selling homemade articles, keeping
- roomers and boarders, working part time

Study and discuss how following items influence
- family expenses: food, clothing, utility bills,
  rent, upkeep, medical expenses, insurance, trans-
  portation, education, organization memberships,
  recreation and savings

Discuss the meaning of budgets, planning bud-
- gets in family conference and recording indi-
  vidual contributions
Language Arts

Reading:
Recipes and current home making magazines, cooking books and discuss

Report:
Ways to prepare a particular kind of food
Washing
Cutting

Vocabulary:
Kitchen terms
Use lists
Matching, completion, multiple choice questions

Discuss:
Decoration for several purposes
Use charts and pictures of table setting
Table etiquette

Read:
Read in etiquette books

Discuss:
Report on different equipment and tools used in a meal or a party after use

Read:
Changes in food such as milk, meat, bread, fruits, if not stored by a good way
List food placed in refrigerator, on shelves

Write:
Short stories about experiences in earning money
"The Family Pocketbook"

Tell:
About experiences in the family's working hours, places of work and the earnings a family receives

Discuss:
How the following items influence family spending
Amount family has to spend
Size of family
Age and health of family members
Spending habits of friends

Number Concepts

Problems to count weight, size and different measurements
Budgeting time for cooking different kinds of foods
Watching clock or using an alarm clock

Count:
Number of tools, equipment going out to table for a particular number of people
Check number of tools and equipment in cupboard before and after serving

Check number of tools and equipment out for a meal or a party and back to the kitchen

Count:
Inventory of supplies and perishables
Formation of concepts
Volume
Size
Weight
Problems of conserving

Count:
Keep record of income and expenses

Related Activities

Visits to school restaurant or cafeteria
Preparing sandwiches, simple cakes, quick bread, biscuits, eggs, bacon, soup, vegetables, cookies, salads, potatoes, macaroni, desserts, holiday food
Make a class tea party
Compare and discuss the difference between class meal and commercial one
Pupils may record their meals and evaluate

Have pupils make diagram of cupboard arrangements. Labeling and locating each piece of equipment
Demonstrate waitress services
Setting table and decoration
Serving
Use quiz games to promote learning
Names and uses of utensils
Demonstrate table etiquette and sitting

Rotate responsibility for the different cleaning chores until each child is familiar with all the phases of cleaning up
Refrigerator use and cleaning and arranging after:

Put some kinds of food in hot place and observe after a time
Slides of molds, yeast, bacteria under microscope
Trips to companies to observe canning, freezing, adding chemicals
Arranging exhibition of containers and other supplies needed for home conserving

Dramatize a family conference regarding ways of earning and spending money
Show ways to reduce costs and save money (home canning, mending, decorating, reparing, etc.)

Collect pictures of things for which a family spends money
Take a trip to the utility companies
Learn to make simple household repairs
B. Develops Ability to Use Homemaking Habits and Skills

Center of Interest Units

Learning about the home
Things to consider when choosing a home

What things should be considered when furnishing a home?

How can we make a home more serviceable, acceptable and attractive?

Introductory Discussions

Discuss what is available in housing
Discuss values of single homes, income flats and bungalows, housekeeping flats, light housekeeping rooms
Discuss the adjustments that families make to inconveniences in homes
Discuss things needed for a home: furniture, drapes, curtains, pictures, floor coverings, household appliances, cleaning implements, kitchen utensils, dishes, silverware, bedding, linens
Discuss efficient provision and utilization of storage shelves
Discuss the efficient kitchen, dining area, efficient arrangement of clothing and cleaning closets
Discuss general art principles
Discuss following a color scheme
Study colors and the use of a color wheel
Discuss placing furniture so the room will be more attractive

Care and appearance of buildings, lawns, yards and fences
Division of responsibilities in the care of the home - routines in caring for the home and for the doing of laundry
Efficient methods of performing household daily tasks:
   Bedmaking
   Preparing meals
   Setting tables
   Serving meals
   Washing dishes
Weekly tasks:
   Cleaning
   Caring for the refrigerator and stove
Yearly tasks and monthly tasks:
   Washing walls
   Draperies
   Windows, etc.
Discuss the values of simple household repairs; techniques and needed equipment, costs of doing own work contrasted with hiring repairman, money saved by keeping things in good repair, hazards reduced by keeping things in good repair

Discuss home decorating technique and needed equipment
Discuss household repairs that can be done by the family safely
Language Arts

Discuss:
Make an experience chart on ways to arrange a home for greater convenience

Study:
Make a list of names of rooms with the correct furnishings, etc.
Label diagrams of houses and rooms and match furnishings and equipment with the proper rooms
Make an experience chart on ways to obtain correct lighting

Study:
Room background and types and styles of furniture

Discuss:
Things one can make to beautify the home
Types of furniture arrangements

Write:
Letters to get directions for making household articles
Letters to obtain information on color schemes, decoration, etc.

Care and use of appliances and furniture, the money saved by taking care of appliances, the usefulness of the appliance if handled properly
"Family discussion" on division of work if both members of the family are employed
Ways children can help when both parents work
Interesting activities made possible as the result of the time saved by efficient housekeeping (needed rest and relaxation, hobbies, improvement of a person's appearance)

Write:
About good housekeeping procedures
Ways for caring for appliances and furnishings
Duties of family members to the care of each room
Show how one can have more fun time if work is planned
Satisfactions gained from working efficiently

Number Concepts

Measure rooms of a model home and compare the sizes with own home
Compute costs of various furniture and furnishings and make estimates of the cost of furniture for each room

Make a time chart showing the division of work in a housewife's day and week
Make a schedule for monthly and yearly tasks

Learn to measure amounts of soap for laundry and other cleaning agents used for general washing and cleaning

Compare costs of repairing and decorating one's self with that of hiring workmen

Related Activities

Make a house and furnish it
Make a scrapbook of furnishings, appliances, home equipment
Crafts and construction: make model furniture and equipment from clay or wood
Make aprons, towels, pot holders, pillow slips, dresser scarves, lamp shades, shoe bags, slip covers, book ends, shelves, tie racks, show cases, towel racks
Make window boxes for plants

Visit department stores to see model rooms
Plant carrot tops and beet tops to make growing table center pieces
Add interest as beauty to rooms with simple, inexpensive growing plant arrangements using discarded glass containers
Make book shelves using plywood and building blocks
Frame prints from magazines
Decorate the classroom to make it attractive

Choose roles and dramatize the different tasks usually performed by family members
Show members of the family at their household jobs
Show ways to simplify or eliminate household tasks
Delegate responsibilities in the cleaning of the classroom: dusting, sweeping, scrubbing
Demonstrate bedmaking, setting tables and preparing meals
Learn to use cleaning supplies and equipment
Have pantomimes showing household tasks like washing dishes, stretching curtains, etc.
Collect commercial advertisements and labels describing cleaning products
Choose roles and dramatize the work or workers who come to the home to make repairs, to build or to decorate
Workshop: Go to a fuse box and learn how to change a fuse
Learn to repair cords, fix steps, replace glass, the cars of storm windows and screens
B. Develops Ability to Use Homemaking Habits and Skills

Center of Interest Units

Introductory Discussions

(4)

HEALTH AND SAFETY IN
THE HOME

Learning about home safety

Common causes of home accidents: fires, electrical hazards, falls, sharp instruments, cleaning fluids and poisons, excessive wax, use of chairs for climbing, careless smoking, etc.

Recognize safety hazards and preventing accidents

Family provisions for safety

The responsibilities of older members of the family for preventing home accidents

Steps to take in case of accidents; first-aid and getting assistance

Health

The importance of a clean house

Sanitation in the home:
  - Killing insects. fly traps, spray, fly swatter,
  - Killing rodents with mousetraps and poison

Importance of clean and unspoiled food

Medications in the home

Develop an understanding of family illness

Caring for the ill

Ways to help family when there is an illness in the family

(5)

CHILD CARE METHODS
LEARNING ABOUT NEW
LIFE

PREPARING FOR A NEW
CHILE

Reproduction

Preparing for baby

Show pictures on plant and animal growth and discuss

Human fetal development

Birth

Discuss future birth of younger brothers and sisters, students' hopes and reactions

TAKING CARE OF A
BABY

Care of Baby

Discuss the saying "as helpless as a baby"

Why does a baby need so much care?

CARING FOR A YOUNG
CHILD

Care of young children

Discuss babysitting responsibilities
Language Arts

Write:
- Causes of home accidents and ways to avoid them
- Posters of various aspects of home safety
- List housekeeping practices that would make the home safer
- Caring for burns or injuries

Make:
- Guide to suggest how accidents to children may be avoided
- A set of common safety rules for the home
- Have home inspection inventory to check on existing hazards and plan ways to make the home safer

Enrich the vocabulary with health and safety terms

Discuss:
- Ways to guard against acquiring and spreading germs

Write:
- About the relationship of food that has spoiled and food poisoning and the relationship between disease and dirty food
- Paragraph on the value of boiling sickroom articles
- List approved home remedies found in the medicine cabinet plus medical supplies
- Label bottles containing harmful drugs

List station times for various animals

Baby - babies film
Discuss:
- How a baby affects the family - finance, etc

Dramatize care of baby
Write:
- Story about what life of baby is like

Discuss:
- Interesting stories to tell to children
- Rhymes
- How younger children act at different ages (expect different behavior at different ages)

Number Concepts

Determine safe heights for keeping undesirable objects away from children

Make a list of important telephone numbers

Learn to measure medicine
Learn to use a thermometer
Keep a record of a child in the class while he has been ill

Measurement of growth of plant
Twins, triplets
Feeding and sleeping schedules
Weight and measure

Ages

Related Activities

Have a fireman come to the school to discuss fire hazards and home safety
Make scrapbooks of ways to prevent and avoid accidents and what safety rules and measures should be used in the home
How to treat someone who took a poison

Practice on a toy telephone calling the fire department, police, doctor and the gas and electric company
Find out where the fire alarm box is in your neighborhood
Practice the school fire drill

Demonstrate how good cleaning practices are related to health
Have a sanitation officer tell the class what is done to keep the city clean
Examine superstitions about health practices
Have a mother come to discuss "Family Responsibility for Good Health"
Arrange a medicine cabinet
Have a skit on desirable and undesirable visitors in the sickroom
Make favors for hospitals
Have a public health officer discuss public health services

Germination of seeds
Tadpoles
Hatching of egg
Growing own plants
Fetal development chart
Visit to hospital maternity and nursery ward
Layettes and equipment preparation

Sterilization of milk
Scrap book of baby care
Bring in a baby: how to hold, bathe, feed, change clothes

Have a party for a group of small children
LEARNING HOMEMAKING

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

Secondary

A. Understands the Development of Family Relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Understands the Development of Homemaking Habits and Skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Child care methods

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

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

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

Aims

A. Understands the Development of Family Relationships

Center of Interest Units

Introductory Discussions

(1) Reacts to the family as a unit

Family purposes
Activities and goals of the family

News report of families
Show film strips on family life
Discuss the purpose of the family

THE FAMILY ROLES

Family roles
Roles and duties of each person in the family

Bulletin board with pictures of families:
Show slides or make home movie with families performing different duties

THE FAMILY CUSTOMS

Family customs
Celebration of special events

Have resource person discuss national customs
Discuss national customs and holidays of different countries as related to the family
Have students tell about special events

THE FAMILY IN THE COMMUNITY

Family in the community
Relation of family to community agencies

Have a movie on the family involved in community activities
Invite resource persons from various civic organizations
Discuss problems of the teenager in the family
Report on duties in the home

SECONDARY

B. Understands the Development of Homemaking Habits and Skills

Aims

(1) Uses of clothing

Uses of clothing
Neatness and care
Cleaning clothes
Making necessary repairs
Proper storage

Posters illustrating well-kept closets and storage areas
Bulletin board on proper and improper care of clothing
Trip to dry cleaners, shoe repair, laundry

Suitability and appropriateness of clothing

Suitability to climate and occasion
Seasonal clothes
Appropriate dress for work, leisure
Suitability to individual figure

Field trip to department store to have woman discuss and exhibit proper styles and accessories for various figures
Examine pattern books or catalogs for basic dresses and appropriate styles
**Language Arts**

Discuss:
- Learning to cooperate with family group
- Movie on family life
- Read books and magazines on family life

Report on the roles of the family and their importance

Discuss the customs in your community as they relate to the holidays
- Read books and magazines on customs and special events

Write safety rules in the community
- Discuss being a good neighbor

Dramatize:
- Teenage leisure time
- Read articles on family living
- Write what parents or brothers or sisters like or dislike in students

**Number Concepts**

Family schedules as they relate to work, play

Use measurements in making table cloth, place mats for table setting

Figure cost of holiday meals eating in and out
- Compare the two
- Write dates of birthdays, holidays, anniversaries and other special events
- Compute cost of special event project

Space concepts
- Locate streets and buildings
- Know numbers of phone you could call in case of emergency
- Plan and budget teenage allowance
  - Clothing
  - Recreation
  - Management of time

**Related Activities**

Dramatize:
- Family working in cooperation with the community
- Plan activities for family use of leisure time

Keep record of duties carried out in the home by family member
- Have a collection of pictures showing family performing various duties

Make a bulletin board on special events
- Plan party for a special event

Field trips to various community agencies
- Make a map of the community
- Art project on traffic signs and signals

Make a bulletin board showing duties of teenagers

**Language Arts**

Discuss:
- Keeping an orderly clothes closet
- How to properly store all types of clothing for daily or long term use
- "A stitch in time saves nine"

Write:
- Rules for daily, weekly and seasonal care of clothes
- List of safe cleaning agents
- Make a notebook on care of clothing:
  - Hanging clothes up
  - Cleaning
  - Ironing

Discuss:
- Relation of colors, designs and sizes of clothing and accessories to individual figure
- Fad vs. style
- Suitable clothing
  - When applying for a job
  - When working in various businesses
- Prepare an individual notebook on most appropriate styles, colors and patterns of clothing and accessories

**Number Concepts**

Compute:
- Costs of cleaning agents
- Costs of cleaning winter clothes
- Compare cost of professional dry cleaning and coin operated cleaners

Compute cost of basic wardrobe
- Compare cost of costume jewelry

**Related Activities**

Sewing projects:
- Mending
- Darning
- Sewing buttons
- Patching

Demonstrate:
- Proper cleaning agents and techniques for all types of materials, emphasizing safety
- Techniques in pressing special fabrics
- Removal of stains
- Shoe care
- Correctly wash various types of clothes and use proper method of completion (spin dry, drip dry, ironing)

Use correct methods of handling, putting on and taking off clothes
- Collect pictures illustrating combinations of clothing according to season, occasion and style
- Work out a suitable minimum wardrobe for their age
- Analyze what makes clothes pretty
- Try on different types of accessories to find most becoming

Experiment with colors to find attractive combination
P.L.S. #8
SECONDARY

Aims

B. Understands the Development of Homemaking Habits and Skills

Center of Interest Units

Introductory Discussions

SHOPPING FOR CLOTHING

Shopping:
- Wise buying
- Understanding advertising

Film on techniques in buying
- Display various clothing labels and tags
- Trip to clothing store

TEXTILES USED IN CLOTHING

Textiles:
- Use of materials
- Care of fabrics

Bulletin board of fabrics, illustrating type of garment
- Trip to retail store specializing in all types of fabrics
- Film on modern fabrics

CLOTHING CONSTRUCTION

Construction:
- Ability to use basic sewing tools
- Construction of simple garments

Trip to store to see sewing demonstration
- Speaker on choosing and using patterns
<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Number Concepts</th>
<th>Related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss principles of wise shopping; Importance of labels, brand names</td>
<td>Compare:</td>
<td>Develop ability to read and analyze modern advertising techniques</td>
</tr>
<tr>
<td>Types of stores</td>
<td>Prices from newspaper ads or catalogs</td>
<td>Show relation of cost, maintenance and durability with longevity, appearance, and comfort</td>
</tr>
<tr>
<td>Guarantees</td>
<td>Out of season and in season buying</td>
<td>Examine expensive and inexpensive dress, compare quality and price</td>
</tr>
<tr>
<td>Quality vs. quantity</td>
<td>Make a clothing budget</td>
<td></td>
</tr>
<tr>
<td>Characteristics which determine value</td>
<td>Meanings of various sizes</td>
<td></td>
</tr>
<tr>
<td>Compile guides for buying (brand names, quality grading)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare inventory of wardrobe needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;What is a bargain?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses of the various materials (synthetics, cotton, wool)</td>
<td>Compare cost of materials:</td>
<td>Dramatize what to consider when purchasing a wool sweater, nylons, shoes, etc.</td>
</tr>
<tr>
<td>Ease in care of various materials (washwear, dry clean)</td>
<td>Price per yard</td>
<td></td>
</tr>
<tr>
<td>Prepare notebook on proper laundering techniques for each type of fabric</td>
<td>Price of finished product</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names of common fabrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most desirable materials (cost, ease in handling, design)</td>
<td>Take correct measurements</td>
<td>Choose a simple garment to construct</td>
</tr>
<tr>
<td>Problems in sewing</td>
<td>Adjust patterns</td>
<td>Use appropriate tools and equipment correctly in project</td>
</tr>
<tr>
<td>Selecting a pattern</td>
<td>Estimate materials, equipment and costs of project</td>
<td>Demonstrate</td>
</tr>
<tr>
<td>Safety in sewing</td>
<td></td>
<td>Different methods of marking</td>
</tr>
<tr>
<td>Clarify meaning of pattern symbols</td>
<td></td>
<td>Preparation of fabric for cutting</td>
</tr>
<tr>
<td>List minimum sewing supplies</td>
<td></td>
<td>Types of seam finishes</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>Faults in pressing (shine, seam edges, homemade look)</td>
</tr>
<tr>
<td>Sewing terms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Understands the Development of Homemaking Habits and Skills

**Aims**

**USES OF FOOD**

**FOOD VALUE AND NEED**

- Learning about need
  - Recognizes a well-balanced meal
  - Understands basic food charts
  - Health
  - Growth
  - Prevention of disease
  - Develops nutritional habits

**SHOPPING FOR FOOD**

- Learning about shopping:
  - Selection of markets
  - Selection of food
  - Budgeting
  - False or misleading advertising

**PREPARING FOOD**

- Learning about preparation:
  - Use of kitchen facilities
  - Menu planning
  - Proper method of preparing foods
  - Preserve vitamins
  - Color and texture

**SERVING OF FOOD**

- Learning about serving:
  - Arranging the table
  - Serving guests at meal or party
  - Proper etiquette

**CLEANING-UP AFTER PREPARATION AND MEALS**

- Cleaning after preparation:
  - Techniques in cleaning work area, dishwashing, laundry

**PRESERVING AND PROCESSING OF FOOD**

- Preservation and processing:
  - Methods of canning fruits and vegetables, preserving, pickling and jelly making
  - Proper food storage
  - Short and long term

**Introductory Discussions**

- Discuss how the human body utilizes food
  - Film to show function of carbohydrates, protein, fats, vitamins, minerals to body
  - Pictures to show contrast in bodies of well nourished and undernourished children
  - Discuss relation of food to adolescent development

- Discuss comparison of prices of various qualities of foods
  - Different types of markets
  - Economical size of package
  - Seasonal buying
  - Make a display of labels explaining information given
  - Film on shopping techniques

- Plan menus for family meal and special occasions
  - Discuss foreign cookery and cultural patterns
  - Demonstrate principles involved in preparing vegetables and fruits
  - Filmstrip and demonstration on baking, including packaged mixes
  - Discuss overweight and underweight; fad vs. well-balanced diet

- Demonstrate:
  - How to set a table and evaluate according to general appearance
  - How to serve guests and family
  - Films
    - Setting a table
    - Etiquette

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

- Read and discuss history of food preservation
  - Discuss factors to consider in determining whether or not to preserve food for economy
  - Diet improvement
  - Providing creative satisfaction
  - Film on canning fruits and/or vegetables
  - Visit from home economics teacher to discuss sanitary measures in relation to food preservation
Language Arts

Read about malnutrition

Discuss Basic Seven food charts
Analyze sample menu as to supplying nutritional needs

Spelling:
- Carbohydrates
- Protein
- Vitamin
- Mineral

Read:
- Magazines about new foods and shopping interest

Discuss:
- Wise buying to avoid waste

Compare ads to decide best buys
Compile guides for buying (brand names, quality grading)

Read:
- Homemaking magazines, cookbooks for new ideas

Report ways to prepare foods
Discuss what makes food palatable, digestible, attractive

Read and discuss:
- Types of cakes
- Methods of mixing

Vocabulary:
- Kitchen terms

Read and discuss:
- Table etiquette

Make up a chart of basic rules of etiquette
Read about table planning and serving for special occasions

Report on need for cleanliness in preparing food, both before and after
List cleaning agents and utensils

Read recipes
Discuss causes and prevention of food spoilage
Spell words needed in unit
Formulate list of supplies needed

Number Concepts

Compile calorie charts for family depending on type of person and activity
Count calories

Problems of weight and measurement
Compute amount of food needed for specified family for day or week
Compute cost of food per day
Problems in making change

Problems of weight, size and various cooking measurements
Determine time to be allotted for preparation of food on menu

Determine amount of room needed for a table setting
Compute number of pieces of china and silverware needed for certain number of guests

Compute cost of cleaning agents according to size and quantity

Make a time chart required for processing various foods
Compute cost of project

Related Activities

Films on foods and body
Plan balanced meal
Obtain booklets or pamphlets on malnutrition
Films on nutrition and disease

Trips to various types of food stores
Prepare shopping list according to planned menus

Plan a guest meal and other family meals
Evaluate above meals

Lunch and dinner
Plan proper sequence of preparation of various meals
Field trip to gas and/or electric company to observe home economist demonstrate cooking techniques

Arrange kitchen equipment and supplies for most efficient operation
Set an attractive table and include an appropriate centerpiece

Role playing
- Serving food
- Practicing good table manners
- Prepare bulletin board to illustrate proper table manners and table setting
- Field trip to a restaurant

Demonstrate effectiveness in the use of cleaning agents
Prepare bulletin board on cleaning agents
Science
- Experiment showing effect of bacteria on food

Use several methods to can fruits and vegetables
Make scrapbook of favorite recipes
Science
- Heat and temperature and their implications for cooking

Make a scrapbook of menus for breakfast.
### B. Understands the Development of Homemaking Habits and Skills

<table>
<thead>
<tr>
<th>Aims</th>
<th>Center of Interest Units</th>
<th>Introductory Discussions</th>
</tr>
</thead>
</table>
| (3) HOUSEKEEPING PROCESSES FAMILY FINANCES AND BUDGETING AND BUYING | Family finances and budgeting  
Earning money  
Influences on spending  
Keeping a reasonable budget | Visit from graduate to describe his job and how he uses income  
Students show ads representing articles they want to obtain  
Film on saving  
Have insurance agent work out a family savings plan  
Installment buying  
When to use credit  
Types of credit  
Consequences of not meeting payments | Speaker from credit department to explain various plans  
Display of various credit forms |

### TYPES OF HOMES

| The home: Choosing a certain design  
Construction  
Location  
Design | Use newspapers to find out what type of housing is available (cost, size)  
Trip to Parade of Homes to see types of homes and construction |
Language Arts

List items in a budget and proportionate role of each.
Discuss effective financial adjustment to:
- Lay-off from job
- Fired from job
- Long-term illness
- Loss of home (fire)
- Reduction in income (job transfer)

Discuss "Planning for saving" vs. "Saving what is left over after bills are paid"
Advantages and importance of various types of insurance

Curbing impulse buying
Vocabulary
- Credit terms and concepts
Discuss:
- Necessity vs. luxury
- Cash payments vs. time payments
Discuss necessity of:
- Regular payments
- Restricting total obligations
- Procedures for dealing with inability to pay
- Keeping receipts for proof of payment
Write:
- Basic information for credit application

Number Concepts

Plan, prepare and keep a personal income and expense record.
Compute costs of various leisure-time activities

Compute extra costs due to credit on various purchases (service charges, interest)

Related Activities

Plan a hypothetical budget for various types of families (single, married with and without children)
Display posters and pictures showing various savings plans
Visit bank and observe deposits, withdrawals, credits

Demonstrate ways of "stretching the dollar":
- Good planning
- Wise buying
List ways to earn money

Illustrate circumstances where borrowing is required
Fill out and understand terms of several credit contracts
Dramatize shopping and credit experiences

Compare:
- Costs of various housing
- Buying vs. rent

Illustrate and list advantages and disadvantages of apartments, houses and trailers
Make small group visits to apartments and houses advertised for rent
Report on available facilities
Individual plan for searching for place to live
Reasons for selecting ad
List things they would ask realtor about the housing

Discuss advantages and disadvantages of renting, leasing and purchasing
Discuss:
- Function aspects of a home (utilities, space)
- Qualities of beauty in and about a home
- Location of home in regard to convenience
- Responsibility to landlord, neighbors and community

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B. Understands the Development of Homemaking Habits and Skills

- Furnishing for function and beauty:
  - Basic furnishings for establishing a home

- Process for maintenance:
  - Cleaning
  - Repairing
  - Good home management

- Reasons for health and safety:
  - Prevention of accidents
  - Recognition of safety hazards
  - What to do in emergencies

- Reproduction:
  - Simple study of main organs of body and their functions

- Prenatal care:
  - Importance of balanced diet
  - Personal appearance
  - Dental care
  - Exercise
  - Rest

- Care of infant:
  - Helping mother care for baby

- Care of a young child:
  - Prevention and care of diseases
  - Health and cleanliness

Introductory Discussions

- Discuss "harmony" in color, textures, styles
- Go window shopping and report on principles of color and arrangement used
- Field trip to furniture store, drapery shop

- Demonstrate some basic home repair techniques
- Visit shops of the vocational school
- Demonstrate efficient methods of performing daily household tasks

- Bulletin board on safety
- Discuss home accidents which can be prevented
- Film: accidents, prevention and emergency treatment
- Invite instructor to teach basic first aid procedures

- Film: Reproduction
- Have school nurse talk with class

- Demonstrate use of doctor's apparatus (school nurse)
- Discuss physical care of the mother

- Pediatric nurse discusses physical and mental growth pattern of pre-school child
- Film on infant care
- Display of books from State Department of Health on health and proper infant care
- Display of baby pictures

- Demonstration by nurse on care of young child
- Bring in young child
  - List the different things he does in a given length of time
Language Arts

Write
Letters for materials on interior decoration and home projects
List basic furnishings for establishing a home

Discuss:
Efficiency in determining furniture and layout
Obtaining good value at low cost

Write:
Methods of preserving home equipment for greater use and little expense

Read:
Directions for operating and maintaining appliances

Discuss:
When to call repairman
Ways of improving outside appearance
Appropriate duties of family members in caring for house

Report:
Precautions for safety in the home

Discuss:
Obligation to protect yourself and others from hazards
Sanitation in the home

Write on the health of the mother
Write letters to send for company-distributed kits
Read book on physical growth and development

Report on doctor's apparatus
Discuss:
Importance of physical examination
Following doctor's orders
Attitude of parents and other children

Discuss:
Acceptance and responsibilities of new sibling
Helping with new baby
Read magazines or articles about infant care
Make a notebook about information learned about care of babies

Write:
Places where family may obtain help
Family agencies
Medical and health services
Free clinics and hospitals
Discuss:
What to do in case of serious illness
Read:
Names and symptoms of communicable diseases

Number Concepts

Plan expenditures needed to furnish apartment for young couple
Furniture
Appliances
Accessories

Estimate materials, tools and costs for home repair project
Compare home repair cost with professional service
Compute:
Standard service charges for various appliances
Plan work schedule for cleaning (daily, weekly, monthly)

List important telephone numbers for emergencies
Compute cost of medical expenses
Determine desirable heights for keeping undesirable objects and poisons away from children

Compute cost of laboratory services, hospital and doctor, and insurance plan

Compute and compare costs of:
Medicine
Doctor
Insurance

Chart heights and weights of infant
Prepare a time schedule for baby
Figure cost of baby food, medicine, doctor, etc.
Financial responsibilities connected with an additional member in family
Compute:
Cost of life insurance, hospital insurance
Make a growth chart of a young child
Read a body thermometer

Related Activities

Illustrate styles of furniture and equipment in the home
Apply basic rules of color in choosing items for furnishing and decorating various rooms
Improve furnishings by making practical low-cost accessories

Choose several simple home repair projects
Carpentry, plumbing, etc.
Display home repair tools and equipment on pegboard
Study types of cleaning solutions, waxes, polishes
Experiment and evaluate
Demonstrate ways to simplify or eliminate tasks
Practice cleaning procedure by actually cleaning

Identify some of the common problems in safety; accidents, poisons, etc.
Dramatize accidents which occur in the home
Decide which could be prevented
Illustrate value in knowing safety rules
Carefully planned work schedule
Strict observance of directions
Keeping mind on job

Collect literature concerning various agencies and make a file
Project on health and accident insurance
Visit community facilities available to family in time of need
Film: Prenatal Care
Role playing
What to do in case of serious illness

Study art of baby-sitting
Prepare bulletin board displaying various materials pertaining to child care, baby-sitting and play activities of babies and pre-school children
Use life-sized doll to practice washing, dressing, feeding and handling of child

Visit community facilities available to families in time of need or emergency
Display of books
Role playing
Calling a doctor
Asking a neighbor for help
Handling emergencies
LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Primary

A. Begins to become acquainted with the nature and value of money
   (1) The purposes of money
   (2) Types and proportions of money

B. Begins to learn of those activities dealing with acquiring money
   (1) Individual and family money activities
   (2) Earning money
   (3) The concepts and practices of unearned money

C. Begins to direct thinking toward adult financial world
   (1) Promotes understanding of values in spending or giving money
   (2) Investigates ways of saving money
   (3) Explores responsibilities and rewards of donating to charities, others, etc.

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

See Bulletin No. 46 - Readiness Activities for Mentally Retarded Children for activities designed to stimulate quantitative thinking and other higher mental processes of the pre-primary and primary level. Also see Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II, pages 27-30, for an illustrative unit on CAR WASHING.

See Bulletin 21-B, Vol. I, pages 43-63, for suggested activities and AIDS IN TEACHING FUNCTIONAL ARITHMETIC VOCABULARY to primary level retardates. Also see pages 70 and 74. See No. II, pages 142-145, for an illustrative unit on OUR SCHOOL STORE. Other persisting life objectives in this resource guide cover related number concept activities for the primary level.
A. Begins to Become Acquainted with the Nature and Value of Money

**Center of Interest Units**

- Money identification collections
- Money uses:
  - For products
  - For services

**Introductory Discussions**

- Discuss money: 1¢, 5¢, 10¢, 25¢, 50¢, $1.00
- Discuss varieties of money:
  - Paper bills
  - Checks
  - Money orders
  - Stamps
  - Credit cards
  - Play money

B. Begins to Learn of Those Activities Dealing with Acquiring Money

**Center of Interest Units**

- Earning a living in the community
  - Community workers
  - Policeman, fireman, etc.
  - Shopkeepers
  - Food stores, clothes stores, etc.
  - Semi-professional people
  - Office workers
  - Management
  - Skilled Laborers
  - Truckers
  - Mechanics
  - Plumbers
  - Carpenters

**Introductory Discussions**

- Sources of individual and family income:
  - Allowances
  - Work earnings
  - Savings
  - Expenses
  - Food
  - Clothing
  - Rent
  - Supplies, etc.
Language Arts

Discussion:
- Money experiences
- Chart stories
Recognize and verbalize:
- Types of money
- Reading
- Labels or price tags
- Newspaper ads
Stories involving money with both teacher and pupil participation
Writing:
- Lists of purchases
- Price lists (store purchases)
Stories involving purchasing
Discussion:
- Money for lunch, candy, etc.
- Purchasing things
Writing:
- Interpreting parental list
- Writing list for purchases
Spelling:
- Penny, nickel, etc.

Number Concepts

Concrete counting with coins or play money
Simple addition
Simple subtraction
Basic adding

Addition and subtraction
Different combination for same amount
Measurements:
- dozen, pound, etc.

Counting money collected:
- UNESCO
- Red Cross
- March of Dimes
- United Fund
- Church collections

Counting money earned
- Paper drive
- Jobs (home)
- Scout cookies
- Refunds (bottles)

Related Activities

Showing and telling of shopping experiences
Shopping and use of money
Buying and selling with real or play money:
- "sell" treats for play money
Games
- Monopoly
- Easy Money

School store activity
- Collecting items
- Pricing items
- Quantitative grouping
- 10¢ each
- 3 for a quarter
Ability to choose correct items
- Amounts
- Varieties
Value (best value for cost)
Added school activities
- Concepts developed by organized games
  - Recognizing
  - Counting
  - Adding
  - Subtracting
  - Equating (teams)
  - Estimating
- School lunch program
- Buying tickets
- Counting places needed
- Distribution of utensils needed

Classroom allowance with play or real money to teach child how to budget. "Sell" child milk, candy, treats for set amounts so student will have to decide a choice and manage allowance
Teacher explain her budgeting
Classroom "jobs" to earn money

Arts and Crafts
- Scrap books
- Drawing
- Shadow boxes
- Paper mache figures
- Scenes for exhibits
dioramas
Participation in organized community drives such as Scouts, Red Cross, etc.
P.L.S. #9

Aims

(3) THE CONCEPTS AND PRACTICES OF UNEARNED MONEY

Center of Interest Units

Receiving money gifts
- Christmas
- Birthdays
- Mother's and Father's Day
- Religious occasions

Contributions
- Classroom
- Community
- National and International

Finding money
- Allowances
- Family circumstances
- Peer groups
- Family differentiations

Introductory Discussions

Receiving and giving money as gifts
- Money
- Bank account
- Bonds (U.S.)
- Gift certificates
- Finding money
- Correct procedure
  - Inform parents or authorities
  - Place money in official hands
  - Child claims if not claimed by original owner
- Allowances
  - Differences in allowances

PRIMARY

Aims

(1) PROMOTES UNDERSTANDING OF VALUES IN SPENDING OR GIVING MONEY

Center of Interest Units

Individual shopping:
- Desires and needs
  - Personal
  - School
- Supplies
- Lunch money
- Keeping up with peer group

Family shopping
- Differences in shopping habits
  - Socio-economic level
  - Good-versus-poor budgeting

Community contributions:
- Classroom collection for child in need
- Classroom collection for P.T.A., Scouts, Red Cross

(2) INVESTIGATES WAYS OF SAVING MONEY

Banks:
- Personal (piggy banks)
- Family (group saving for item)
- Federal (Christmas Clubs)
- Savings bonds
- Saving merchandise stamps

School participation
- Donations
  - Junior Red Cross
  - March of Dimes
  - P.T.A.
- Drives
  - Goodwill clothing
  - Bake sale (school-P.T.A.)
  - Candy sale (school-P.T.A.)
  - White elephant sale

Introductory Discussions

Discussion of personal needs
- Independent
- Peer group

Discussion of family needs
Discussion of community need

C. Begins to Direct Thinking Toward Adult Financial World

Center of Interest Units

Accumulating money
- Saving part of allowance
- Saving gift money
- Ways to save
  - Banks
  - Penny bank
- Budgeting
  - Allowance

School
- Toys
- Treats

Home
- Toys
- T.V. programs

Church
- Contributing to funds
- Activities
- Community
- Donations
Language Arts

Discussion:
  - Receiving and giving gifts
  - Social amenities: please, thank you
Reading:
  - Teacher-pupil story
  - Independent reading of stories
Writing skills
  - Thank you notes
  - Simple letter writing
  - Letter
  - Addressing envelope

Language Arts

Discussion:
  - Experiences in shopping
  - Stories and poems read by teacher
  - Visual and auditory observations on Advertising
  - Billboard advertisements
  - T.V.
  - Radio
  - Newspapers and magazines
Written Communication
  - Story related to shopping
Preparing detailed shopping lists: foods, drugs, etc.

Number Concepts

Depositing money in bank (with parental assistance)

Number Concepts

Keep track of school and home spending
  - 1¢ to $1.00
  - Counting items on list
  - Counting change known
  - Budgeting

Related Activities

Field trip to bank
Children's parties with gifts of money
Sociodrama
  - Receiving - giving gifts
Free play
  - Play bank
  - Play house with getting allowance
Arts and Crafts
  - Poster signs
  - Drawing
  - Making a bank

Related Activities

Arts and Crafts
  - Store construction
  - Pictures
  - Scrap books
  - Items from store
  - Signs
  - Boxes
  - Price tickets

Related Activities

Arts and Crafts
  - Construction of individual banks
  - Making play money
  - Construction of bank with property
  - Scrap books
  - Sociodrama
    - Saving
    - Budgeting

Arts and Crafts
  - Make posters
  - Make gifts for sale or giving
  - Veteran contributions
  - Socio-drama
    - Giving
    - Contributions
    - Visit to needy or crippled in area

Keeping record of savings
  - Additions
  - Withdrawals
  - Concept of interest

Counting
  - Milk
  - Treats
  - Straws
  - Napkins
  - Coins

Sorting and counting objects
  - Clothes
  - Books, magazines, papers
  - Candy and cookies

Discussion:
  - Field trip to bank
  - Using a savings deposit book
Reading:
  - Individual
  - Pupil to pupil reading
  - Teacher reading
Writing:
  - Story related to savings
Discussion:
  - Experiences with giving
  - Need for donation
Reading:
  - Individual
  - Pupil to pupil
  - People who need help for medical research
Written communication
  - Story writing related to giving
  - List of charities

Related Activities

Field trip to bank
Children's parties with gifts of money
Sociodrama
  - Receiving - giving gifts
Free play
  - Play bank
  - Play house with getting allowance
Arts and Crafts
  - Poster signs
  - Drawing
  - Making a bank

Arts and Crafts
  - Store construction
  - Pictures
  - Scrap books
  - Items from store
  - Signs
  - Boxes
  - Price tickets

Arts and Crafts
  - Construction of individual banks
  - Making play money
  - Construction of bank with property
  - Scrap books
  - Sociodrama
    - Saving
    - Budgeting

Arts and Crafts
  - Make posters
  - Make gifts for sale or giving
  - Veteran contributions
  - Socio-drama
    - Giving
    - Contributions
    - Visit to needy or crippled in area

Keeping record of savings
  - Additions
  - Withdrawals
  - Concept of interest

Counting
  - Milk
  - Treats
  - Straws
  - Napkins
  - Coins

Sorting and counting objects
  - Clothes
  - Books, magazines, papers
  - Candy and cookies

Discussion:
  - Experiences in shopping
  - Stories and poems read by teacher
  - Visual and auditory observations on Advertising
  - Billboard advertisements
  - T.V.
  - Radio
  - Newspapers and magazines
Written Communication
  - Story related to shopping
Preparing detailed shopping lists: foods, drugs, etc.
LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Intermediate

A. Develops knowledge about the nature and value of money
   (1) The history of money
   (2) Develops an understanding of the purposes of money
   (3) Recognizes types and proportions of money

B. Develops knowledge of activities dealing with acquiring money
   (1) The roles of the individual and his family
   (2) Widens understandings of experiences dealing with earning money
   (3) Enlarges concepts and practices of unearned money

C. Develops knowledge about the adult world of financial living
   (1) Values involved in the spending of money
   (2) Investigate the ways of saving money
   (3) Explores responsibilities and rewards of donating to charities, etc.

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

See Bulletin 21-C, pages 57-61, for an illustrative unit on A CLASSROOM PARTY FOR PARENTS AND FRIENDS. Also see pages 146-163, for units on RESTAURANTS and SUPERMARKETS. Other persisting life objectives in this resource guide cover related number concept activities for the intermediate level.
**A. Develops Knowledge About the Nature and Value of Money**

**Center of Interest Units**

| Displays | Pictures, magazine articles, items, collections
| Filmstrip, movies (historical development) |

**Introductory Discussions**

| Origins of money | Our country's money (historical development) |
| H. money buys goods and services |
| Barter, trade (substitute forms of money) |
| Money in other lands (universal need) |
| Needs with stress on part money plays |
| Intercontinental and intra-world trade (interdependence for existence) |

| American currency | Differences |
| Foreign currency | Differences |

**B. Develops Knowledge of Activities Dealing with Acquiring Money**

| Individual and family money | Source of family income |
| Family expenses | Individual income and expenses |

| Individual income | Services in lieu of wages |
| Cash jobs: paper route, snow shoveling, etc. |
| Keep records of income and expenses |
| Family income | Sources: father, mother, siblings |
| Incidental income: roomers, working for rent, etc. |
| Family expenses | Distribution of income |
| Who spends what |

| The ways people earn money | Jobs |
| Interest | |
| Investments | |
| Property income | |

| Family | Individual |
| Jobs | |
| Wages - salaries | Fair pay rate/amount of work done |
| Cash or cash equivalents | Full time - part time |
| Different jobs students have done | How to apply |
| How to succeed | |
Language Arts

Reading:
- Articles on money (Encyclopedia, magazine, newspapers)
- Advertisements re money and equivalents
- Picture reading

Writing:
- For information and catalogues
- To arrange field trips
- Parents’ permission
- Thank you
- Write-ups on trips

Discussion:
- Gold in Ft. Knox
- Effects of deflation and inflation on purchasing power

Reading:
- Ads (money buys goods and services)
- Stories and articles on purposes of money

Reading and discussing money characteristics
- General desirability
- Great value in small bulk
- Durability
- Uniform quality
- Divisible without harming value
- Easily recognized
- Stability of value
- Can be exchanged for other types of wealth

Discussion:
- Financial problems
- Helping family
- Choosing what to spend money on

Writing:
- What budget is best
- Students’ financial needs

Discussion:
- Students’ jobs
- Finding a job
- What students would like to do

Writing:
- Job experiences
- Fair wages for different types of work
- Job application

Spelling:
- Material to be put on application

Reading:
- Material on job description

Number Concepts

Money substitutes and what they purchased (in terms of then and now)
- Compare face value with collection value of coins in coin collection
- Money values from barter to symbol usage

Intermediate
- Adding, subtracting and multiplying
- Computing prices for objects to be sold
- Budgeting
- Income
- Expenses

Cardinal numbers
- Ordinal numbers
- Understanding and manipulating numbers
- Symbol usage
- Equivalent values
- Money substitutes
- Social usages
- Measurements
- Comparing weights
  - Weigh ten silver dollars
  - Weigh ten penny dollars
- Introduction of graphs and pictorial symbolization
  - Who earns money income (pie graph)
  - Where family money comes from
- Discover relationship between family size and operational expense

Related Activities

Field trips (Museum, banks)
- Art work (Peoples and money in natural settings around the world)
- Sociodrama - Playlets

Classroom Economics - have students earn, spend or save playmoney earned in classroom duties.
- Determine prices on goods to be bought (treats, milk, etc.) and have each student or small group budget for day to day or week to week "living"

Field trips to stores
- Handling money
- Remembering items
- Making lists
- Choosing items
- Using items
- School collections and drives
- Games (Monopoly)

Sociodrama - Play roles of family members
- Bulletin board: Student-made graphs

Concept development
- Direction (Money coming in or going out)
- Motion (How fast is money coming in or going out)
- Time (Applying, on job, waiting for pay)
- Comparison (jobs and returns)
- Prepare class booklet (illustrated)
- Jobs in community
  - Description
  - Availability
  - Conditions and pay
- Job histories (actual student histories)
P.L.S. #9

Aims

(3) ENLARGES CONCEPTS AND PRACTICES OF UNEARNED MONEY

Values Involved in the Spending of Money

(2) INVESTIGATE THE WAYS OF SAVING MONEY

(3) EXPLORES RESPONSIBILITIES AND REWARDS OF DONATING TO CHARITIES, ETC.

Center of Interest Units

Unearned money
Gifts - donations
Borrowed
Benefits
Charity
Relief
DAMAGES
Inheritance
Contests - Prizes
Rewards - awards
Allowances
Lost - found

C. Develops Knowledge About the Adult World of Financial Living

Aims

Values Involved in the Spending of Money

Center of Interest Units

Family - Individual spending
Necessary Wisely Necessities
Unnecessary Unwisely Luxuries
Recreation - Travel
Dues - incidental
Taxes
Budgeting
Bank visit for both spending and saving information

Introductory Discussions

Obtaining money without working for it
(stress legal while avoiding getting involved with non-legal means)
Gifts of money children have received or given
Inherited money
Relationship of money to other gifts given or received
News items (local paper, TV) concerning gifts, inheritances, etc.

Introductory Discussions

Listen to speaker on taxes or budgets
See film on family spending
Discuss role of parents as family purchasing agent

Why save?
Savings program
Formal (banks, savings and loan, credit union)
Personal
Class project: planned savings for picnic or outing
Individual: real savings programmed for desired purchase; Christmas, birthday, self

Local and National Agencies
Why do they exist?
What do they do?
How do they get the money to do it?
Visit local agencies
Conduct class or school campaign for support of a recognized fund
Personal contributions in school and out

Introductory Discussions

Films, conducted activities of charitable agencies
Newspaper promotions of local campaigns
Photos of people in want - local, national, universal

Introductory Discussions

Obtaining money without working for it (stress legal while avoiding getting involved with non-legal means)
Gifts of money children have received or given
Inherited money
Relationship of money to other gifts given or received
News items (local paper, TV) concerning gifts, inheritances, etc.
### Language Arts

- Read newspaper articles describing gifts or prizes
- Write story of most unforgettable gift
- Tell of planning for giving a gift
- Listen to appropriate stories about gifts from more difficult books

### Number Concepts

- Basic concepts
- Value and damages
- Profit and loss
- Compute value of gifts received on birthday or other occasion

### Related Activities

- Bulletin board preparation
- By students and teacher
- Pictures and stories dealing with previously described activities

### Language Arts

**Discussion:**
- Film on family living
- Individual spending

**Written preparation for visits to bank, loan company - parental permission, arrangements, what to look for, how to act**

**Written follow-up - reports, thank you notes**

**Discuss:**
- How to conduct savings program
- Writing:
  - “Ads” for class savings projects forms and financial reports
  - Keeping savings budget

**Phone arrangements for visits, reports, or evaluations of savings programs**

**Plan fund campaign**
- P.A. announcements
- Ways to stimulate interest
- Write “throw away ads”
- Prepare and give talks to other classes
- Keep running records and summary of results
- Appreciation announcements
- Discuss films from charitable organizations

### Number Concepts

- Sales tax - what it is and how to live with it
- Budgets - short and long term individual and family
- “Select” and “buy” some desired article for cash and on time
- Sample buying of necessities and luxuries using ads and flyers
- Payment receipts, sales slips, bills

**Planned savings program**
- Relationship between amount deposited per unit of time for a given time period - month, semester, year
- Compute total and individual costs of picnic or outing what is the money goal? How can we reach that goal?

**Discuss financial reports of agency**
- Keep account of class or school contributions
- Prepare master report - large graph

### Related Activities

- Cafeteria spending practices
- Buying as economic voting - wants and choices of wants
- Consumer vs. producer
- Planning, budgeting and buying for a class picnic

**Use tokens for special work or as recognition and have students save tokens for different desired activities: watching a special movie, special games period, etc.**

**Make posters, bulletin boards showing progress, stimulate response**

**Have speakers on charities**
LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Secondary

A. Understands the nature and value of money
   (1) Understands history of money
   (2) Understands the purposes of money
   (3) Understands types and proportions of money

B. Understands activities dealing with acquiring money
   (1) Clarifies, compares and computes the roles of the individual and his family in acquiring money
   (2) Understands experiences concerned with earning money
   (3) Understands concepts and practices of unearned money

C. Understands the adult world of financial living
   (1) Understands values involved in spending money
   (2) Understands ways of saving money
   (3) Understands responsibilities and rewards of contributing to charities, etc.

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

See Bulletin 21-D, pages 68-74, for illustrative units on SPENDING THE FOOD DOLLAR, WHAT IS A BARGAIN?, WHAT SHOULD I DO WITH THE MONEY I EARN? and INSURANCE. Also see pages 52-61, for related units on CONSUMER EDUCATION, WHAT IS A GOOD HOME?, and HOMEMAKING AND FAMILY LIFE. Other persisting life objectives in this resource guide cover related number concept activities for the secondary level.
P.L.S. #9
SECONDARY

Aims

(1) UNDERSTANDS HISTORY OF MONEY
Origin and development of money
Bartering
Early medium of exchange
Money

(2) UNDERSTANDS THE PURPOSES OF MONEY
Everyday uses of money

(3) UNDERSTANDS TYPES AND PROPORTIONS OF MONEY
Types of money
U.S.
Foreign
Proportion of money

SECONDARY

Aims

(1) CLARIFIES, COMPARES AND COMPUTES THE ROLES OF THE INDIVIDUAL AND HIS FAMILY IN ACQUIRING MONEY

(2) UNDERSTANDS EXPERIENCES CONCERNED WITH EARNING MONEY
Getting a job
Holding a job

(3) UNDERSTANDS CONCEPTS AND PRACTICES OF UNEARNED MONEY
Unearned money

A. Understands the Nature and Value of Money
Center of Interest Units

Introductory Discussions

Origin of terms such as "pin money", "not worth a continental", "not worth his salt", "salary"
Bartering
Early mediums of exchange
Wampum
Values of coins
Wages of early times compared with present day wages

Personal money needs in school:
Cafeteria
School fees
School activity plan
School functions such as Parties
Homecoming
Graduation
Book store
Clothes and upkeep
Transportation

Naming currency
U.S.
Foreign

B. Understands Activities Dealing with Acquiring Money

Center of Interest Units

Introductory Discussions

Ways pupils may earn money
Ways pupils; parents and friends earn living
Various local job possibilities
Military service

Discussions of the following concepts concerning employment: importance of teamwork; organizing and completing a job; good habits, such as completing a job; good habits, such as punctuality, consistency and good grooming; the importance of good personality traits for success on the job

Kinds of "uneearned money"; gifts, borrowed, unemployment compensation, inheritances, contests
Social Security benefits
Saving surplus unearned money
Language Arts

Read and report on articles concerning history of money
Panel discussions
Written reports
Simple outlining using Roman numerals and Arabic numerals
Talks by pupils having coin collections

Reading
School paper
Local paper (ads and news)
Magazines
Books

Oral
Improving and acquiring better business vocabulary
Reports on expenses
Writing and spelling
skills on business themes
Improvement of ability to make simple outlines

Writing chart with type of U.S. coins and paper money and their value
Exercises both oral and written on changing prices into different numbering combinations 2%, 5 nickles and 4 pennies etc.

Language Arts

Reading
Books, pamphlets about various kinds of jobs
Newspaper and magazine articles for jobs

Writing
To various industrial concerns for occupational information
Reports concerning field trips
"Thank you" notes
Figure individual income tax

Reading
Newspaper and magazine articles relating to employment

Writing
Write want ads and how to find a job
Requirements for various jobs
Fill out application forms

Speaking
"The Kind of a Job I Would Like"
"What Are the Reasons for Job Failure"

Reading
Application for social security card or social security benefits

Writing
Record of school drive or community drive
Application for social security card or social security benefits

Speaking
Reports on newspaper and magazine articles

Number Concepts

Comparison of values of early money with present values
Reading and writing of Roman numerals I-XV
Identification and adding and subtracting of coins

Further development of understanding and use of cardinal and ordinal numbers
Making change: real money - quantitative values of money
Keeping account of weekly income and expenses

Accounts and records of money earned
Compute proportions of income deducted for income tax, social security, union dues, etc.
Figure hourly, daily, weekly, monthly and yearly pay
Compute wages for various familiar jobs

Estimation of distances to various business places
Concepts of time
Figuring earnings
Difference in cost of doing own laundry versus having done
Clothing costs

Budgeting of an allowance
Keeping of records

Related Activities

Films
Trip to museum
Bulletin board
Scrap books
Display of coin catalogue
Telling time - clock with Roman numerals
Starting classroom or individual coin collections

Bulletin board
Sociodramas
Use of book store and cafeteria
Shopping trips
Games - learning to make change

Chart - listing and describing briefly kinds of U.S. coins
Make out a menu within certain monetary limitations
Study making of money
Coin collections

Display of pictures and materials re local industries
Map showing public transportation routes
Scrapbooks of various kinds of jobs
Arrange actual earning experiences in school
Eg. - selling programs, tickets, snow shoveling etc.

Tape recording of employer employee interview
Chart on good grooming
Sociodramas on jobs and job interviews
Obtaining jobs in school or neighborhood
Games figuring out best and shortest way to get to work
Exhibit of proper letter forms

Sociodrama - Getting unearned money: "What would you do"
Talks from Social Security and Unemployment Compensation people
Saving for a rainy day - unit with posters on different forms of savings or investments
C. Understands the Adult World of Financial Living

Center of Interest Units

(1) UNDERSTANDS VALUES INVOLVED IN SPENDING MONEY

- Budgeting
- Credit and credit cards
- The Bank
  - Personal, property or auto loans
  - Checking accounts
  - Paying bills

(2) UNDERSTANDS WAYS OF SAVING MONEY

- Savings accounts
- Savings on good buys

(3) UNDERSTANDS RESPONSIBILITIES AND REWARDS OF CONTRIBUTING TO CHARITIES, ETC.

- Charities
- Helping others

Introductory Discussions

- Discussions
  - Budgets and records for an individual and family
  - Getting your money's worth
    - Buy from reputable dealer
    - Careful examination
    - Comparison of items
    - Suitability of goods for individual
    - Taking advantage of sales
  - Buying on credit
    - Obtaining credit
    - Desirability of good credit rating
    - Costs of installment buying
  - Borrowing
    - Where, when, how and costs
    - Ways of sending payments
      - (checks, postal money orders, registered letters, express money orders, telegraph money orders, bank forms)
    - Caution against mailing cash
    - Importance of saving receipts and cancelled checks
  - Buying a home
    - Advantages and disadvantages in buying and renting
    - Risks
    - Costs
  - Hospital and doctor bills

- Discussions of savings programs
  - Purposes of saving
  - Various ways of saving
    - Savings accounts
    - Banks
    - Building and loan assoc.
    - Credit unions
    - Governmental aids in saving
    - Postal savings
    - Bonds
    - Life insurance
    - Services
      - How to open an account
      - How to withdraw
    - Importance of not accepting checks from unidentified strangers
    - What to do if a check is lost
    - What to do if check is no good
    - Importance of saving cancelled checks
    - Ways to save by wise buying
    - Proper care of household items and clothing as a saving
  - School, local and national charity drives
    - Purposes
    - Organization
    - How money obtained
    - Importance of a good citizen doing his share
    - Individual responsibility in time of disaster
    - Effort materials
    - Our interdependence for a happy life
Language Arts

Reading
- Newspaper ads
- Labels and directions on various items
- Statements of account
- Homes for rent and for sale in the paper
- Telephone directory
- Car ads in the paper
- Munus

Writing
- Budgets
- Budget a vacation
- Filling out replicas of such items as checks, money orders
- Letter forms
- Menu selections
- Fill out car accident forms

Number Concepts
- Price comparisons
- Comparisons of articles according to size, quality and quantity
- Cash versus credit buying
- Cost of borrowing
  - Importance of knowing annual rate
  - Avoidance of debts that cannot be paid without taking money needed for living
- Costs of owning a home
  - Taxes
  - Insurance
  - Upkeep
  - Depreciation
  - Interest
- Cost of traveling by car
- Compute cost of union dues and various insurance programs
- Cost of doctors, medicine and hospital

Related Activities
- Panel discussions
- A good shopper
- Why Rent (or why own) a home
- A good second hand car
- Going steady
- Role-playing
  - Store-keeper and customer
  - Registering in a motel
  - Ordering a meal
  - Making a phone call for an appointment
  - Making a date with a boy or girl
- Practical problems on
  - Installment buying
  - Mileage between various points
  - Gas mileage
  - Sales tax on various items
  - Budget for a wedding
  - Make out receipts
  - Log and financial report of family vacation
  - Show insurance policy
  - Plan an imaginary teen-age party
- Map exhibit and cards received by students
- Displays
  - Pamphlets and material from Telephone Co.
  - Pictures of homes and costs
  - Floor plans of “dream home”
  - Merchandise catalogues
  - Various kinds of cars along with corresponding prices
- Practical problems on
  - Problems on figuring money returned from savings
  - Problems on amount saved by buying for cash on sales items
  - Amount saved, plus the satisfaction, by making a pizza at home
- Displays
  - Deposit slips, bankbooks, signature cards, with withdrawal slips from local banks
- Movies
  - Bank services
  - Filmstrip on opening an account
  - Bar graph showing how money regularly deposited grows throughout the years
  - Booklet on suggestions to baby sitters
  - Booklet on “economy meals”
- Examine pledge cards
- Displays
  - Red Cross, Care, Community fund, etc. Posters
  - Articles and pictures showing people in need and what is being accomplished
  - Large map showing locations of various agencies
  - Charts showing progress of drives
  - Graph showing how money is used
  - Demonstrate proper way of wrapping and addressing a package
  - Role-playing
  - Soliciting for drive

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LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Primary

A. Begins to learn about selection and location of appropriate activities

B. Begins to learn about participating in a socially acceptable manner

C. Begins to learn about proper use of equipment and facilities

D. Begins to learn about selection of desirable companions

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts. Also see Vol. II. The Practical Arts. pages 59-62. for activities related to KEEPING HEALTHY THROUGH PLAY, and pages 63-74. for MUSICAL RECREATION FOR THE MENTALLY RETARDED at the primary level.

See Bulletin 21-B. Vol. I. pages 66-68 for an illustrative unit on OUR LIBRARY BOOKS. Also see pages 20-21 for a related unit on HAVING FUN WITH OUR FAMILY AND FRIENDS.
### PRIMARY
#### Aims

**TYPES OF LEISURE TIME ACTIVITY**

- **AT HOME**
  - Group Activities
  - Fishing
  - Family barbecue
  - Holiday Activities
  - Individual Activities
    - Colorbooks
    - Cut and paste
    - Backyard swings
    - Watching TV

- **AT SCHOOL**
  - Group or individual
    - Out-of Doors - Seasonal games, etc.
    - Indoor Activities
      - Puzzles
      - Building Blocks
      - Bead Stringing
      - Drawing
      - Play house
      - Play school

- **THE COMMUNITY**
  - Group Activities
    - Playgrounds
    - Swimming pools or beaches
    - Camping out
    - Ice skating
    - Cub scouting

#### Center of Interest Units

- **Introductory Discussions**
  - Teacher reads stories
  - Utilize pupil comments for discussion

---

#### PRIMARY
#### Aims

(1)

**LEARNING APPROPRIATE PATTERNS OF BEHAVIOR**

- **AT HOME**
  - Acceptable Behavior
    - Classroom
    - Playground
    - Cafeteria
    - Hallways

- **AT SCHOOL**
  - Acceptable Behavior
  - Classroom
  - Playground
  - Cafeteria
  - Hallways

#### Center of Interest Units

- **Introductory Discussions**
  - Show pictures of well mannered children
    - At table
    - While playing games
    - While watching TV
    - While playing records
    - Teacher reads stories
    - Discussion

- **Introductory Discussions**
  - What is acceptable behavior in school
Language Arts
Writing
Good manners
Oral expression
Talks by children
Dramatization
Good manners
Reading
Stories about home
Life and activities
Writing
Rules of games
Word rhymes
Oral expression
Discussion
on good sportsmanship
on sharing
on use of materials
Reading
Stories about school fun
Poems
Writing
Rules to observe at pools, beaches, playground
Invitations
Seasons for activities
Oral expression
Pupils talk about experiences
Discussions on suitable apparel and regulations

Number Concepts
Comparative Concepts
large - small
big - little
old - young
Time
clocks
calendar
Counting
TV channels
Comparative concepts
tall - short
many - few
late - early
old - new
win lose
Keeping score

Related Activities
Snow sculpturing
Singing
Playing records
Dress-up-play

Language Arts
Writing
Good manners
Individual name and address
Listening
Talks by pupils
Stories
Oral Expression
Dramatization
Songs and poems
Writing
Rules for games
Rules for conduct in the building
Listening
Pupil talks
Stories and poems
Oral expression
Dramatize games, rules
Dramatize indoor conduct

Number Concepts
Comparative sizes
Times of TV shows

Related Activities
Drawings
Paintings
Dramatization
Collect pictures of proper clothing
Cut out pictures of family and guests

Number who can play
Comparative sizes
Counting
Keeping score

Related Activities
Preparation for camping by writing lists of necessary items
Visits to community facilities
Safety
Swimming
Ice skating
Camping
P.L.S. #10

Aims

THE COMMUNITY

Center of Interest Units
Groups
Manners at activities
Appropriate apparel
Activities to enjoy at beach, pools, etc.

Introductory Discussions
Beaches
Pools
Playgrounds
Zoo
Skating rinks

PRIMARY

Aims

AT HOME

C. Begins to Learn About Proper Use of Equipment

Center of Interest Units
Outdoor
Use of swings and backyard playthings
Use of toys: bikes, sleds, etc.
Indoors
Table games
Cutting and pasting
Puzzles - clay
Record player (use of)

Introductory Discussions
Show pictures
Bulletin board display
Utilization of pupil comments for discussion

AT SCHOOL

Outdoor
Use of playground equipment
Use of balls, bats, etc.
Indoors
Use of indoor equipment
Demonstrate use of equipment

What are the school facilities
How does one properly use them.

THE COMMUNITY

Use of swimming pools and beaches
Conduct at a zoo
Neighborhood ballgames
Grandstands at sports events
Rest rooms at public places
Demonstrate use of facilities

What facilities are available in the community
How does one properly use them

PRIMARY

D. Begins to Learn About Selection of Desirable Companions

Center of Interest Units
Active games that show proper behavior
Parties
A guest
A host
Introductions
Why we like certain people (apparel)
At a theater, musical sports activity
Unsupervised activities

Introductory Discussions
What is a desirable companion
What is a friend
How do people exert pressure in a group
How do we choose a companion or friend
How do we act
Language Arts
Writing
List good manners
Experience charts
Listening
Pupil talks on clothing
Oral expression
Dramatization
Pupil talks
Say name and address

Number Concepts
Time
Calendar
Clock
Cost of admittance
Cost of clothes and equipment

Related Activities
Plan beach, camping, etc. activities with list of items and costs

Language Arts
Writing
Rules for safety at home
Listening
Talks by children
Talks by teacher
Stories read
Oral expression
Dramatization
Songs
Poems
Talks by children
Discuss
Rules of school
Conduct
Dress
Safety
Write
Rules

Discuss
Community facilities
Rules of each
Dress
Safety
Write
Rules

Number Concepts
Number able to use equipment or toys safely

Related Activities
Use record player
Make picture collections
Drawings
Paintings
Paper sculptor

Language Arts
Writing
Lists of good manners and conduct
List of characteristics of people one likes
Listening
Pupil talks
Teacher talks
Poems (Wise Old Owl)
Oral Expression
Talks by children
Dramatization
Comparative terms
friendly - unfriendly
kind - unkind
pleasant - unpleasant
quiet - loud
slowly - quickly
costs - comparatively

Number Concepts
Counting
Keeping score
Learning opening and closing times and Class hours
Care of equipment

Related Activities
Dramatize school activities
Visits to school facilities

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

Related Activities
Dramatize community activities and use of facilities
Visits to Community facilities

Language Arts
Writing
List of characteristics of people one likes
Listening
Pupil talks
Teacher talks
Poems (Wise Old Owl)
Oral Expression
Talks by children
Dramatization
Comparative terms
friendly - unfriendly
kind - unkind
pleasant - unpleasant
quiet - loud
slowly - quickly
costs - comparatively

Number Concepts
Dress-ups
Dramatization
Puppet shows
Play-parties
LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Intermediate

A. Develops knowledge about selection and location of appropriate activities

B. Develops knowledge about participating in a socially acceptable manner

C. Develops knowledge about proper use of facilities and equipment

D. Develops knowledge about selection of desirable companions

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts. Also see Vol. II. The Practical Arts, pages 41-45, for a UNIT ON SEWING pages 57-58, for A 4-H CLUB FOR GIRLS. pages 59-62, for activities related to KEEPING HEALTHY THROUGH PLAY. and pages 63-74, for MUSICAL RECREATION FOR THE MENTALLY RETARDED at the intermediate level.

See Bulletin 21-C. pages 97-113, for a related unit on a CRAFTS PROGRAM FOR RETARDED BOYS.
**P.L.S. #10**

**INTERMEDIATE**

**Aims**

**AT HOME**

Outdoor games  
Indoor games  
Watching TV  
Making a garden  
Painting (furniture)  
Using tools  
Reading  

**AT SCHOOL**

Dolch Reading Games  
Arithmetic  
Art and Crafts  
Card Games (Old Maid, etc.)  
Outdoor game  
Equipment  

**THE COMMUNITY**

YMCA - YWCA - PYC - CYO  
Bowling alleys  
Lakes, rivers  
Bicycle routes  
Parks and playgrounds  
Scouting  

**Aims**

**B. Develops Knowledge About Acceptable Manner**

**AT HOME**

Group activities  
Thoughtfulness  
Awareness of other's rights  
Honesty  
Children dressed appropriately for various activities  

**AT SCHOOL**

Good sportsmanship, courtesy on playground and in schoolroom  
Unselfishness  
Sharing  
Attentiveness  

**THE COMMUNITY**

How to find out what rules prevail in public places  
Good behavior  

**Introductory Discussions**

**A. Develops Knowledge About Selection and Location of Appropriate Activities**

**Center of Interest Units**

List of all those available, name favorites  
Bulletin board of family fun  
Films showing family fun  
Show newspaper ads for equipment  

**Pictures of children playing together**

**Bulletin board of children in school**

**Location of games**

**Community activity brochures**

**Notices from service agencies**

**Purpose of Community Chest**

**Introductory Discussions**

**Pictures of happy families, conforming behavior**

**Social studies books**

**Family living**

**Fair play**

**Pictures of friends**

**Films of children playing**

**Meaning of popularity**

**Desire for popularity**

**Proper dress for activities**

**How does one act at a picnic, dance etc.**
**Language Arts**

- Discussion of equipment
- Find equipment in catalogs
- Read and explain rules
- Books on using equipment

Read, interpret game directions

Read newspaper accounts and announcements of activities
- Look at city maps, locate activity
- Read street names
- Learn to ask directions

**Number Concepts**

- Timing, taking turns
- Cost of equipment
- How to order from catalogue
- Measuring - height of basket, length of rope
- Keeping score
- Counting jumps, etc.
- Using TV Guide

Grouping concepts (couple, team, pair, some, too many)

Where money comes from to support YMCA, etc.
- Scoring, cost, distance
- Pattern of street naming, building numbering in your community

**Related Activities**

- Cut pictures from magazines
- Catalogs to show and interest parents
- Learn songs to sing at home
- Plan a home picnic with parents

- Bring games from home to share
- Map location of specific activities
- Plan bicycle trip route

**Language Arts**

- Choose reading story
  - Discuss which points it illustrates
- Role playing
- Choosing sides
- Reading and speaking

Find and read story to illustrate points in social studies
- Role playing (Good manners)
- Write and read classroom and playground rules

Role playing
- Write stories
- List ingredients of proper conduct
- Recognize and obey signs in public places
- Reporting lost and found articles

**Number Concepts**

- Time length of turn
- Keep score correctly
- Write legible numbers
- Remembering sequence of play
- Trading equipment of equal value
- Dividing materials
- Size of groups

Know money available
- Borrowing from friends
- Discuss estimates and guessing distances

**Related Activities**

- Fun pictures of do's and don'ts
- Act out troublesome family situations

- Plan and execute a class excursion
- Invite another class to a contest or party
- Keep areas in use clean

- Practice standing in line paying at window
- Make zoo using puppets and act out zoo visit
P.L.S. #10
INTERMEDIATE

C. Develops Knowledge About Proper Use of Facilities and Equipment

Aims

Center of Interest Units

Introductory Discussions

AT HOME

Proper use and care of
Tools
Outdoor equipment
Lawns, gardens
Indoor equipment
Home installations (pipes, fixtures)
Safe use of equipment

Pictures of equipment - point out valuable parts

AT SCHOOL

Proper care of
Games
Materials
Building
Safety in the school

Inspect leisure time equipment damage - discuss how it happened
Inspect areas used for abuse

THE COMMUNITY

Proper care of
Game equipment
Walls, floors, windows
Personal property of others
Natural resources
Rest rooms
Waste materials
Safety in the community

Discuss damage to bicycles, game equipment, etc.
Desirable appearance of areas
Visit of a policeman, fireman, etc.

INTERMEDIATE

D. Develops Knowledge About Selection of Desirable Companions

Aims

DEVELOPS AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS

Elements of friendship
Sharing
Courtesy
Fair play
Helping others
How to aid and choose friends
Know others first
Be a friend
What to do if a mistake is made
Fighting group pressure

Introductory Discussions

Pictures of harmonious groups
Films in lift situation areas
Newspaper stories of juvenile troubles
Discuss what led to them
Personal experiences
Visit of police officer
<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Number Concepts</th>
<th>Related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a check list chart for home use</td>
<td>Cost of equipment and repair</td>
<td>Use home equipment in class</td>
</tr>
<tr>
<td>Read and discuss instructions accompanying</td>
<td></td>
<td>Use home equipment in class</td>
</tr>
<tr>
<td>equipment</td>
<td></td>
<td>Use home equipment in class</td>
</tr>
<tr>
<td>Make, post signs to insure greater care</td>
<td>Proper speed and needle</td>
<td>Repair damaged articles</td>
</tr>
<tr>
<td></td>
<td>for records</td>
<td></td>
</tr>
<tr>
<td>Make a check list of don'ts for child to take</td>
<td>Money required to repair, replace</td>
<td>Plan a tour to really look at a place well</td>
</tr>
<tr>
<td>with him when he goes to one of these places,</td>
<td>damaged facilities</td>
<td>cared for and one that isn't</td>
</tr>
<tr>
<td>observe, report</td>
<td>Measuring water depth</td>
<td>Sponsor Clean-Up Committee or Week</td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Number Concepts</th>
<th>Related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>List desirable traits</td>
<td>Time telling - what time to</td>
<td>Find pictured examples of approved behavior</td>
</tr>
<tr>
<td>Write stories about the do's and don'ts of</td>
<td>be home</td>
<td>Make chart using pictures and traits</td>
</tr>
<tr>
<td>friendship</td>
<td></td>
<td>List vocabulary appropriate to picture -</td>
</tr>
<tr>
<td>Read magazine stories about activities of</td>
<td></td>
<td>relate to language arts</td>
</tr>
<tr>
<td>congenial children</td>
<td></td>
<td>Use puppets for role playing</td>
</tr>
<tr>
<td>Write an article for a newspaper about something</td>
<td></td>
<td>Dramatize group pressures exerted to bet</td>
</tr>
<tr>
<td>you and your friend might do</td>
<td></td>
<td>individual to do something he or she doesn't</td>
</tr>
<tr>
<td>Tell imaginary experience</td>
<td></td>
<td>like, drinking liquor, smoking, stealing,</td>
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<tr>
<td></td>
<td></td>
<td>destroying property, etc.</td>
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</tr>
</tbody>
</table>
LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Secondary

A. Understands the selection and location of appropriate activities
B. Understands about participating in a socially acceptable manner
C. Understands about proper use of facilities and equipment
D. Understands about selection of desirable companions

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


See Bulletin 21-D, pages 25-29, for suggested and illustrative units on OUR PARKS and HOW CAN I USE MY LEISURE TIME?
A. Understands the Selection and Location of Appropriate Activities

Center of Interest Units

**AT HOME**
- Table games
- Physical games
- Parties
- Hobbies
  - Let students explain hobbies
- Crafts
  - Display crafts
  - Teaching crafts
- Watching TV
- Reading
- Listening to records

**AT SCHOOL**
- Display of educational games
- Reading
- Types of clubs
- Types of sports available in the school

**THE COMMUNITY**
- Recreational facilities
- Outdoor activities

Introductory Discussions

**AT HOME**
- Demonstrations
- Name
- Different table games
- Physical games, etc.
- Display of hobbies of students, parents or teachers
- Display of crafts
- Teaching crafts

**AT SCHOOL**
- Educational games
- Visit to library to show books and records
- Discussion of clubs
- Activities and sports

**THE COMMUNITY**
- Visit any available in community
- Display of equipment used in pursuit of an outdoor activity
- Films
- Equipment catalogs
- Watch demonstration

B. Understands About Participating in a Socially Acceptable Manner

Center of Interest Units

**AT HOME**
- Group activities
  - Unit on manners
  - Respect for parent
  - Respect for property
  - Respect for neighbor
- Parties

**AT SCHOOL**
- Study of clubs
  - Requirements
  - Purpose
  - Cost
  - Location and time
  - Making choice for participation

**THE COMMUNITY**
- Study community organizations
  - Requirements
  - Purposes
  - Cost
  - Location and time
  - Selection of choice

Introductory Discussions

**AT HOME**
- Newspaper
  - Human interest stories
  - Travel section
  - Entertainment section
- Film strips
- Movies on manners
- Books on family customs
- Television and radio
- Awareness of different school activities

**AT SCHOOL**
- Community organizations
  - Guest speaker
  - Field trips
- Movies
- Social activities
### Language Arts

- Read and discuss rules
- Planning for activities
- Writing invitations
- Appropriate refreshments
- Party games
- Rm. directions
- Give reports
- Discuss 33 1/3, 45 and 78 r.p.m.

### Number Concepts

- Counting (keeping score)
- Consideration of cost of equipment and supplies
- Consider time allotment
- Cost of party
  - Prizes for games
  - Refreshments
  - Decorations

### Related Activities

- Have games tournaments for girls and boys
- Hobby Day for students with hobbies
- Craft Day for students with crafts (let crafts student teach other interested students the craft)

### Language Arts

- Keeping notebooks
- Family pictures
- List of manners
- Types of games
- Planning for activities
- Invitation
- Communicating by phone
- Introductions
- Reading information pertaining to clubs
- Writing for information
- Seeking information by conversation
- Critical listening

### Number Concepts

- Dominoes
- Quizmo
- Cost of membership
- Use of membership funds
- Learning to time and score

### Related Activities

- Picture puzzles
- Checkers
- Rutgers Reading
  - Plan with high interest-low vocabulary books
- Collecting Club
- Square dancing
- Rifle club
- Intramurals

### Related Activities

- Hobbies
- Records
- Reading
- Serving-girls
- Model building-boys
- Dancing

### Related Activities

- Intraunmural
- Assemblies
- Use of library
- Puzzles
- Checkers
- Dancing
- Civic and church organizations
- Theaters
- Fairs
- Sports Events
- Concerts
- Library
- Voluntary Service Clubs

### Number Concepts

- Playing Flinch
- Cost of equipment
- Time allotment for activities
- Budgeting
  - Using TV Guide and radio listings

### Related Activities

- Cost
  - Dues
  - Equipment
  - Budgeting Time
  - Size of group

### Number Concepts

- Cost of transportation
- Dues
- Street number: directions
- Budgeting of time
- Spending

### Related Activities

- Independent city traveling
- Bus schedules
- Reading and following instructions and rules
- Map puzzles
- Dolch word games
- Research in library
- Rules and regulations at clubs
- Rules and regulations of sports

### Related Activities

- Use newspaper to determine where and when activity takes place
- Filling out order blanks
- Rules and regulations involved

### Related Activities

- Fees required
- Consider transportation cost
- Time involved
- Order from catalog
  - Number
  - Postage
  - Total cost
  - C.O.D.
  - Weight
### P.L.S. #10

#### SECONDARY Aims

**TO DEVELOP AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS IN GROUP LEISURE TIME ACTIVITIES IN HOME, SCHOOL AND COMMUNITY**

#### C. Understands About Proper Use of Facilities and Equipment

**Center of Interest Units**

**Introductory Discussions**

<table>
<thead>
<tr>
<th>AT HOME</th>
<th>AT SCHOOL</th>
<th>THE COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of series of cartoons showing regard and disregard of safety in use of facilities and equipment</td>
<td>Construction of models, use of pictures as they apply to school rules for understanding safety</td>
<td>Use of city map</td>
</tr>
<tr>
<td>Use of newspaper accounts and pictures of personal injuries and accidents Using difficult or hazardous equipment</td>
<td>Demonstrate, discuss rules for use of equipment, safety rules and reasons for same Talk about any accident that occurs Discussion of First Aid facilities</td>
<td>Location of facilities Traffic signs and their meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety films on bicycling, swimming, etc. Use of various other safety films as they relate to safety in the community Field trips</td>
</tr>
</tbody>
</table>

#### D. Understands About Selection of Desirable Companions

**Center of Interest Units**

**Introductory Discussions**

<table>
<thead>
<tr>
<th>TO DEVELOP AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS IN GROUP LEISURE TIME ACTIVITIES IN HOME, SCHOOL AND COMMUNITY</th>
<th>Films Dating Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to look for in a friend: Courtesy Fair play Respect Honesty Consideration of others How to choose your friends Know person well Ability to give and take Allow for mistakes Have more than one friend</td>
<td>Discuss: What types of people join what activities and display what actions Why do we have friends Read newspaper articles of “Successes and Delinquents” and discuss reasons for each Pictures showing teenage friends participating in variety of acceptable activities, display them Bulletin board of appropriate and approved behavior</td>
</tr>
</tbody>
</table>
Language Arts

Reading directions
Giving directions
Develop rules for personal safety as it applies to facilities or equipment
Make written list of safety rules

Make and post warning signs in danger areas
Verbal and written description of specific situations that occur as they relate to school rules regarding safety.

Read traffic, other precautionary, public signs
Read and interpret regulations governing city facilities
Read and discuss safety rules and regulations applicable to various community facilities
Reports on field trips

Language Arts

Write or discuss
The do's and don'ts of friendship
About what you and your friends have done
"Who's your favorite friend and why"
(don't discuss by name)
Different types of activities that can be shared with friends
Read or make available for reading, stories and articles of true friendship

Number Concepts

Income lost due to personal accidents
Numbers in relationship to operation
Cost of repair to equipment
Time lost in regard to use of equipment

Safe depth of water-concept of 5 ft., etc.
City travel and its use
Time allotment
Cost
Reading city maps
Distances
Directions

Related Activities

Make safety posters
Minor repairs to objects abused

Keep playground, lunch room any space used for leisure time in addition to equipment free of safety hazards
Give rewards for student reporting unsafe condition or equipment

Incidental to field trips - point out hazards

Dramatization of a play illustrating friendship
Puppet show

Related Activities

Time
For meeting friends
For picking up date
To be home
Money and use of it as it relates to activities
Cost of show
Cost of bowling
Other examples
Keeping score
Bowling
Miniature golf
Archery
Other examples
LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11 involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).

PRIMARY

A. Begins to learn about enjoyment of beauty

B. Begins to learn about appreciation of beauty

C. Begins to learn about creation of beauty

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts for activities related to the primary level. Also see Vol. II-The Practical Arts, pages 63-74, and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See Bulletin 21-B, Vol. I, pages 67-68, for a suggested and illustrative unit on OUR LIBRARY BOOKS. Also see Vo. II, pages 92-93, for another unit on TREES AND LEAVES. See pages 83-91 for a related unit on beauty in THE HOME and page 114 for a unit on ANIMALS OF THE WOODS. Refer to other units in this resource guide which have suggested activities designed to stimulate primary level pupils to enjoy, appreciate and create beauty in their lives.
A. Begins to Learn About Enjoyment of Beauty

**Center of Interest Units**

- Enjoying living things
- Enjoying non-living things
  - Color
  - Texture
  - Shape
- Enjoying the seasons and their various beauties
- Enjoying nature
- Enjoying food

**Introductory Discussions**

- Animals: pets, cats, dogs, rabbits, fish, frogs, etc.
- Materials that can be shown in the classroom: and sponge, money, blocks, rocks, glass, cork, cloth
  - Color
  - Texture
  - Shape
- Students' preferences and why
- Temperature
  - Snow or rain
  - Sunshine
  - Leaves
- Nature walks listening to song birds and outdoor sounds. Trip to the zoo
- Tasting different foods and liquids

B. Begins to Learn About Appreciation of Beauty

**Center of Interest Units**

- Foods
- Music
- Art - can go along with any unit topic

**Introductory Discussions**

- Present objects with different odors
- Sounds of different instruments in the rhythm band.
  - Making music
- Discuss pictures - their beauty, humor, action

C. Begins to Learn About Creation of Beauty

**Center of Interest Units**

- Colors - forming
- Forms - blocks on drawings
- Textures - paints or cloth
- Growing plants
- Health and appearance

**Introductory Discussions**

- Creating beauty
  - Color
  - Form
  - Texture
- How to care for plants
  - Give each child a flower plan
- Neatness in dress and body care
Language Arts

Discussion
Different pets, list adjectives describing characteristics of different pets
Compose a story about your pet
Various materials. See if others can guess what item is described by what has been said.
Discuss where you would go to get each item
How temperature effects you: How does the room feel when comfortable? What clothes do you wear in different temperatures?
The sound of a woods, a storm, of different animals
Discuss the sounds made in a kitchen when foods are being prepared

Number Concepts
Counting number of pets the children have. How many times are they fed?
How many objects shown?
How many are smooth? soft? hard?
Numbers on the thermometer. What do they measure?
How many different sounds did you hear?
Did they sound far or near? Above you or below?
Count the cooking and eating utensils in class or at home

Related Activities
Make pictures of pets
Make a scrapbook of pictures of pets found in magazines and newspapers
Make collages of various textured materials
Make booklets showing how people dress for different temperatures
Draw or find pictures of what animal or thing had made the sounds discussed
What sounds are warning sounds. Take snapshots of animal at the zoo
Make a booklet of favorite foods. Identify foods by taste, touch and color
Plan food for a party

Language Arts

Discussion
Smells in the kitchen
How the different instruments sound
Why the pictures are pretty, humorous. Make a story about the picture

Number Concepts
Count different smells in different situations
Count the instruments in the band. Which are big, little? Heavy, light?
Count the different subjects in the picture. colors, shapes

Related Activities
Use of hand lotion
Pictures of how odors help safety
Learn several songs using instruments. Play them for another class.
Make a class collection of interesting and pretty pictures
Make a color chart. Make a chart of shapes and pictures that contain the particular shape

Language Arts

Discussion
Colors as being used or seen around the room and in pictures
Dramatize good painting or work and play habits
Discuss neatness - evaluate room, self, etc.

Number Concepts
How many colors, forms or textures do you see?
How many times do you see the same color, form or texture?
Number of "rules" that apply to good work habits
How many things and tools help us in keeping neat?

Related Activities
Make charts showing colors, and pictures that contain the particular color
Make pictures of do's and don'ts in regard to work habits
Have the nurse come in and discuss neatness
LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11 involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

Intermediate

A. Develops ability to enjoy beauty
   (1) Greater awareness of enjoyment of nature
   (2) Greater awareness of enjoyment of sounds and music

B. Develops ability to appreciate beauty

C. Develops ability to create beauty

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts for activities related to the intermediate level. Also see Vol. II - The Practical Arts, pages 63-74. and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See Bulletin 21-C, pages 98-114, for a suggested and illustrative unit on a CRAFTS PROGRAM FOR RETARDED BOYS designed for the intermediate level. Also, refer to other units in this resource guide which have suggested activities designed to stimulate intermediate level pupils to a greater appreciation of beauty in their lives.
A. Develops Ability to Enjoy Beauty

Center of Interest Units
- Natural sounds and color

Introductory Discussions
- Nature studies field trips
- Field trips to the zoo, city parks, etc.

B. Develops Ability to Appreciate Beauty

Center of Interest Units
- Store and community
- Farms and community
- Foods
- Home and community
- Health
- Listening

Introductory Discussions
- Trip to a supermarket
- Discuss what we want to see and do
- Trip to the dairy
- Plan to discuss what we will see and do
- Take a walk thru a residential area and a business district
- Audiometric tests

C. Develops Ability to Create Beauty

Center of Interest Units
- Crafts
- Arts
- The utilization of songs, stories or poems pertaining to the current unit topic

Introductory Discussions
- Plan and conduct a craft show, demonstrating items which they have made themselves
- Listen to tape recording of poems, songs or stories
- Discuss how the class can make their own recording
Language Arts

Discussion of trips
What you liked best, writing a story or poem about the visit
Write a thank you letter to the host
Discussion
Trips and things student liked
Why students like certain things
Types of sounds and instruments. Identification of sounds on records. How they make up city life e.g. What do we need buses for
Different cities and which ones students like

Number Concepts

How many kinds of animals and birds did you see? How many city parks are there in your town? How far did we have to go? How much did the trip cost?
How many instruments in a band? How many instruments can you name?
How many colors are there?

Related Activities

Listening to bird sounds, sounds of wind and sounds made around us. Try to imitate. Color pictures of birds and animals.
Doing imitations of sounds and recording. Recording sounds in the classroom. Identifying sounds of classmates voices from tape recordings
Finger painting
Mixing colors

Language Arts

Discussion of different colors, arrangements and tastes
Write or tell a story of the visit
Discussion of types of homes and buildings
Write “What makes a home beautiful” and “what I liked about the building”
Discuss why hearing is important
How can we save our hearing

Number Concepts

Comparison of prices, of total amounts spent on imaginary shopping tour
Discuss numbers of animals, number of quarts of milk from one cow and from herd
How many homes in one block
Were they large or small homes. How many people work in the stores and buildings

Related Activities

Using pictures of foods, make an attractive imaginary store display
Make a “movie” of our trip to the farm
Draw a picture of a home you would like to live in
A building you would enjoy working in
See film or filmstrip on cars and hearing. Play listening games

Language Arts

Plan what they would like to make and at the show tell the class how they made it
Actual recording and practicing of class poems, songs and stories on the recorder

Number Concepts

Keep itemized account of the cost of items such as glue, paint, etc.
Have each child keep track of the hours spent on the project. Discuss measures used
Timing on tape, how much each child can have on the tape, how long is total tape. What is the linear length of the tape

Related Activities

Actual construction of model boats, planes, doll clothes, etc.
Creating music or sound effects on tape. Play the recordings for another class or the parents
LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11

Involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

Secondary

A. Understands, enjoys, appreciates and creates personal beauty

B. Understands, enjoys, appreciates and creates beauty in the home

C. Understands, enjoys, appreciates and creates beauty in the community

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

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I. Arts and Crafts for activities related to the secondary level. Also see Vol. II - The Practical Arts, pages 63-74. and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See resource Bulletin 21-D for units which have suggested activities designed to stimulate secondary level pupils to a greater appreciation of beauty in their lives.
SECONDARY

Aims

UNDERSTANDS, ENJOYS, APPRECIATES AND creates personal beauty

Introductory Discussions

B. Understands, Enjoys, Appreciates and Creates Beauty in the Home

Center of Interest Units

House painting: interior, exterior
Household maintenance
Arrangement and selection of tasteful furnishings and accessories
Home decoration for special events
Gardens, trees, shrubbery, etc.
Care of car, appliances, tools

Introductory Discussions

Movies or slides illustrating aspects of architecture, home care and gardening which add beauty
Interior designer as guest speaker
Field trip or discussion with landscape artist
Demonstrations of tool and appliance care and maintenance

C. Understands, Enjoys, Appreciates and Creates Beauty in the Community

Center of Interest Units

Appreciating and preserving natural resources
Opportunities for entertainment
Developing an appreciation of the community

Introductory Discussions

Interview with Ranger, policeman, etc.
Movie on conservation
Civic newspaper
Local historical material presented as a skit by teachers or selected pupils
**Language Arts**

Read current magazines and papers
Oral and written reports on styles
Letter to guest speaker
Reports on history, source and origin of various fabrics and dyes
Job interview skits (dress for occasion)
Read, report and discuss health materials

Personal request for demonstration of musical instruments
Read and report on origin of dances, music and musical instruments and art forms and musicians and artists
Discuss the development of writing from an art to a skill
Create or find captions for pictures
Themes, skits and panels on What beauty means to me

Write for instruction manuals on gardening, etc.
Newspaper garden section
Use of color chart
News ads and auction or sales catalogues for used furniture
Invitations to visitors, ordering supplies
Interpretation and use of written directions and guarantees
Create and maintain a current activities calendar
Write or produce a skit related to civil responsibility
Report of visits to places and performances
How to use a newspaper

**Number Concepts**

Prices of new items
Price discounts and sales
Savings through alterations
Clothing budget
Comparison of cost of various fabrics
Cost of good grooming

The mathematical basis of rhythm
Time line for development of music instruments
Value of artist's work
Amount of time needed to produce a symphome, painting, book or sculpture
Mathematics in photography (distance, f stops, shutter speed, etc.)

Yield of garden
Scale plan of garden
Growing season
Costs of paints and equipment
Cost of purchasing and maintaining
Cost of car operation and repair

Costs involved in camping, hunting and fishing
Costs of different kinds of entertainment

**Related Activities**

Scrapbook
Movies and slides
Student model
Make color wheel
Display of matching and contrasting materials
Movie on origin and manufacture of fabrics, etc.
Demonstration of various grooming practices
Maps and slides on grooming and health
Practice good grooming
Hair setting
Shoe polishing
Supportive helps in personal hygiene from physical education department

Correlate with assembly or TV program
Learn folk and social dances
Take and develop pictures
Learn to play instrument
Join a vocal group
Work in various art media
Participate in photo contest or display
Join photo club, annual staff, square dance club

Scrapbooks and models
Classroom garden
Scale model of rooms in home
Furniture refinishing
Hosting a party
Visit to an open house
Keep records of auto expenses

Assemble collection of programs from community activities
Print program for ski or play
Field trips to park, nursery, fish hatchery
Field trips to stores
LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Primary

A. Begins to develop an understand of our American heritage
   (1) Family heritage
   (2) Our country's heritage (Recurring holidays)
   (3) Our natural resources then and now

B. Begins to develop an understanding of the structure and function of our Government
   (1) Develops an appreciation for Democratic rules and procedures
   (2) Simple structure of government

C. Begins to develop an understand of our privileges and responsibilities as a citizen
   (1) At home
   (2) At school
   (3) In the community
   (4) As a member of society

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded which includes vocabulary and understandings required by responsible primary aged citizens in their communities.

See Bulletin 21-B, Vol. I. pages 14-18, for a suggested and illustrative unit on LIVING SAFELY. See pages 21-25 for a related unit on THE FAMILY which suggests responsibilities and privileges of a primary level pupil in the family setting. Also, see pages 66-68 for a related unit on OUR LIBRARY BOOKS. See Vol. II, pages 146-161, for specific units related to this major objective including HELPING RETARDED CHILDREN BECOME GOOD CITIZENS IN THE SCHOOL, BEING GOOD CITIZENS IN OUR NEIGHBORHOOD and THE NEIGHBORHOOD.
### A. Begins to Develop an Understanding of our American Heritage

#### Center of Interest Units

1. **Local special days**
   - Ancestors
   - Nationality
   - Race

2. **Columbus Day and Indians**
3. **Thanksgiving**

4. **George Washington's birthday**

5. **Abraham Lincoln's birthday**

6. **Memorial Day**

7. **Our Natural Resources**
   - Water and land
   - Forests, plants and animals

#### Introductory Discussions

1. Local persons to give talks about special days, visits to old country, etc.
2. Pictures
3. How Columbus discovered America
4. Reason for Thanksgiving
5. Filmstrips
6. Movies
7. Stories
8. Filmstrips
9. Recordings
10. Bulletin board display
11. Who was Abraham Lincoln
12. Discussion of pictures
13. Military, flag, parades
14. Use of maps
15. Observation of practices of soil conservation; source of local water supply
16. Trip to zoo
17. Trip to farm, woods, school, forest, tree nursery, game preserves
Language Arts

Discussion of immediate family relatives and learning names of family members and close relatives
- family tree, using chart stories and chart illustrations
Word recognition with pictures
Read story of Columbus to students
Act out landing of Columbus
Dramatization of landing of Pilgrims
Films
Weekly Readers
Vocabulary
Read stories
Weekly readers
Discuss type of schooling and materials used then
Act out cherry tree story
Scrapbooks on Lincoln
Teaching of ideals Lincoln practiced
- Honesty
- Kindness
- Dependability
- Humbleness, etc.
Honoring the dead
Participation in ceremonies and other types of activities
Discussion
- Conservation of water as a usable thing
Chart stories
Poems

Number Concepts

Counting persons in family
How long ago ancestors came
Birthdates - as many as possible
Recognition of American money and foreign money
1492 - as being very long ago
Number of people making trip
Thanksgiving Day on Calendar
(Month and day)

Calendar - Feb. 22
Date of Birth - year, month day
13 colonies
Things Lincoln did at various years of age
- As a boy
- As a young man
- As a young adult
When he lived
Monthly calendar pointing out February 12
May 30
Count - March time (4 4)
Date started
Comparing land and water areas
Some idea of mileage on a map (county, state, township)

Related Activities

Dances and costumes
Displays of things from other countries (stamps, money, etc.)
Simple family tree chart
Visit local celebrations to watch for things discussed
Puppetry showing Columbus' three ships sailing the ocean
Indian dance
Puppet shows
Prepare Thanksgiving foods
Miniature Indian homes of that area
Making Pilgrim caps and collars
Making Indian headdress
Pipe cleaner figures
Dances of that time
Pictures of Washington's home and George Washington costumes
Songs about Lincoln
Make Lincoln silhouettes
Dances of that time
Dramatize Lincoln stories
Parade - Field trip and participation
Songs
Table-top paper mache relief map
Visiting local historical sites and plaques

Discussion
- Animal and plant characteristics identification, growth needs, adaptation to surroundings
- Seasonal changes
Grouping and counting plants and animals
Measure growth of plants and animals
Telling age of trees
Comparison of sizes of plants and animals
Higher - taller
Shorter - longer
Use of ordinals
Smokey the Bear materials
Planting seeds, bulbs, bushes
Making booklets - plants, animals
Paper-mache
Dramatizations
Animal sounds
Chart of forests and their uses
B. Begins to Develop an Understanding of the Structure and Function of our Government

Aims

(1) DEVELOPS AN APPRECIATION FOR DEMOCRATIC RULES AND PROCEDURES

Center of Interest Units

Home rules
School rules
Fair play
Bus rules
Community

Introductory Discussions

Why we need rules
Who makes the rules

(2) SIMPLE STRUCTURE OF GOVERNMENT

Office of the President of the United States

Why we need rules
Who makes the rules

Senate
House of Representatives
Supreme Court

What does President do
How elected
Requirements

PRIMARY

C. Begins to Develop an Understanding of our Privileges and Responsibilities as a Citizen

Aims

(1) AT HOME

Center of Interest Units

Family
Individual family roles
Duties
Care of pets
Care of possessions
Sharing
Time
Ideas
Possessions
Acceptance of individual differences
Emotional control
Safety
Learning to pick up toys
Fire safety
Bicycle safety

Introductory Discussions

Who is in your family
What do they do
Duties
Privileges
Activities
How to care for baby
Rights and privileges of the individual
Language Arts

Discussion
When and how rules should be altered to fit a particular situation
Story and picture chart to show what happens when rules are not followed
Apply democratic procedure in solving a classroom situation

Number Concepts

Discussion
Number of people following rules
Taking turns (use of ordinals)
Numbering the rules listed on chart

Related Activities
Dramatization of rules and safety
Drawings to illustrate rules
Scrapbooks
Songs

Number Concepts

Discussion
Size of government unit
Age of President
Required age of President
Number of people in President's family
Number of Presidents our country has had

Related Activities
Scrapbook
Acting out voting procedure
Trip to polls

Language Arts

Discussion
Past Presidents
My Weekly Reader
Writing a simple skit demonstrating voting procedures

Number and ages of family members
Birthdates
Address
Telephone number
Use of clock
Bus time
Bed time
Setting table

Related Activities
Recognition of home furnishings through use of model homes, charts, etc.
Songs
Performing mother's, father's, brother's, etc, duties
P.L.S. #12

Aims

(2) AT SCHOOL

- Individual school roles
  - Pupils
  - Teachers
  - Janitor
- Keeping a time schedule
  - Bus
  - Lunchroom, etc.
  - Lavatory
- Readiness for Class
  - Assignments
  - Equipment and materials
- In the lunchroom
  - Manners and courtesy
  - Handling food
  - Acceptance of lunchroom routine
  - Neatness
  - Care of possessions
  - Care of equipment
  - Wise use of materials
- On the school bus
  - Seating
  - Courtesy

(3) IN THE COMMUNITY

- Community helpers
  - The worker's role
  - The citizen's role
- Community regulations
- Obeying signs
  - Road
  - Building
  - Public transportation

(4) AS A MEMBER OF SOCIETY

- Traffic signs
  - Other signs
  - Litter problem
  - Community safety
  - Sanitation
  - Protection (seek individual help)

Introductory Discussions

- Consideration of and respect for others
- Respect for authority
- Acceptance of individual differences
- Emotional control
- Safety
  - Fire safety and drill
  - Bicycle safety
  - Bus safety
- Learning to pick up materials
- Correct use of play equipment indoors and out

Preparations for field trips

The Where and the Why of trips

Develop rules for behavior

Field trips
  - Grocery store
  - Fire station
  - Post office
  - Library

The meaning and importance of rights, responsibilities and privileges with respect to all races and creeds
Language Arts

Role playing
Telling or reading stories
Flag
  Care, salute, stories and history
Discussion of
  Sanitation
  Handling food
  Handwashing
  Making signs about safety, travel, etc.
Care, display and history of flag
Other flags
Discussing and setting up rules
Make a book: All About School
Developing evaluation techniques
  Behavior
  Work
  Product

Number Concepts

Number, ages of classmates
Address of school
School telephone number
Use of clock
  Bus
  Lunch
  Recess
  Special classes (art, music, phy. ed.)
  Dismissal
Calendar
  Days of week
  Birthdays
Flag
  Number of stars, stripes, colors
Understand and follow a time schedule
Construct a time schedule
Construct a calendar
Lunch money

Related Activities

Recognition of school furnishings through models
Silhouettes of students, principal, teachers, janitor, secretary
  (include association of names with above)
Pictures of school and staff
Songs
  America
  Star Spangled Banner
  America the Beautiful
  God Bless America
  Battle Hymn of the Republic
Recordings such as Stars and Stripes Forever
Daily display of flag

Location of community agencies
Bus fare
Cash
Tokens

Role playing
Chart stories
  Planning field trip
  Evaluation of field trip
Work of individual helpers

Dramatizations
  Practice correct telephone usage
Stories
  Developing listening skills
Chart stories
  Rights and privileges of the individual and of the group
  Reading and telling stories

Songs
  Filmstrips
  Records
  Practice in use of public transportation

Films
  Bus travel
  Draw pictures of individual and responsibility in family, school, community and society
LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Intermediate

A. Develops knowledge of our heritage
   (1) The significance of holidays
   (2) Appreciates differences between democratic and other ideologies
   (3) Appreciates natural resources and conservation
   (4) Respects various minority and religious groups
   (5) Evaluates past and present standards of living

B. Develops an understanding of the structure and function of our government
   (1) The democratic group processes in the family
   (2) The democratic group processes in school
   (3) The various local governmental services

C. Develops an understanding of our privileges and responsibilities as citizens
   (1) Accepts written and unwritten social standards
   (2) Privileges and ethical obligations of a citizen
   (3) Learns and practices written and enforced laws

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded which includes vocabulary and understandings required by responsible intermediate aged citizens in their communities.


See Bulletin 21-C, pages 167-185, for suggested and illustrative units on RESPONSIBLE SCHOOL CITIZENSHIP and LEARNING ABOUT LOCAL GOVERNMENT.
P.L.S. #12

INTERMEDIATE

Aims

(1) THE SIGNIFICANCE OF HOLIDAYS

Holidays
- Columbus Day
- Thanksgiving
- Washington's birthday
- Lincoln's birthday
- Labor Day
- Veteran's Day
- Memorial Day
- Flag Day
- Fourth of July
- Other historical personages and events

(2) APPRECIATES DIFFERENCES BETWEEN DEMOCRATIC AND OTHER IDEOLOGIES

Democracy
- Communism
- Totalitarianism

(3) APPRECIATES NATURAL RESOURCES AND THE CONSERVATION

Water conservation
- Forest conservation
- Mineral conservation
- Soil conservation
- Geographical study of conservation with State map

(4) RESPECTS VARIOUS MINORITY AND RELIGIOUS GROUPS

Social Studies
- Location of ethnic groups
  - Local
  - Wisconsin (state)
  - National

(5) EVALUATES PAST AND PRESENT STANDARDS OF LIVING

Transportation - Then and Now
- Communication - Then and Now
- Education - Then and Now:
  - Buildings and facilities
  - Curriculum
  - Teachers
  - Textbooks
- Home life:
  - Housing
  - Clothing
  - Foods
  - Appliances
- Industry
- Farming
- Factories
- Sanitation and Health
- Pure Food Laws

Introductory Discussions

The background and meaning of each holiday
- Seasonal decorations
- Teacher-read stories and poems

What is Democracy?
- Communism? Totalitarianism?

What does conservation mean?
- What are some conservation programs?
- Where are some major conservation areas?

Brotherhood week
- Posters
- Radio and TV programs
- Ethnic groups
  - Music (e.g. Marian Anderson)
  - Folk songs
  - Negro spirituals
  - Folk dances
  - Costumes
  - Cultural exhibits
  - Holidays and Festivals

Antiques
- Question on conditions in each area "then and now"
Language Arts

Oral Expression
  Discussion
  Talks by students
Listening
  Records
  Talks by others
Reading
  Spelling vocabulary words pertaining to holidays
  Stories: High interest, low level
Creative Writing
  Chart stories
  Poems
Songs
Letter writing
School newspaper

Reading
  Stories of Children of other lands
Listening
  Talks
  Reports (e.g. pupils and others)

Oral and written reports on ways individuals and their families have contributed to democracy, conservation, minority groups

Debate on conservation
Play writing
Experience chart stories

Discussion
  Each student's nationality, background
Foreign expressions adopted by Americans
  Good morning
  God bless you, etc.

Number Concepts

Comparative Concepts
  Earlier - later
  Before - after
  Now - then
  Long ago - today - tomorrow
  Many - few
  All - none
  Past - present - future
Time
  Calendar - make one
  Time line

Related Activities

Distances
  Standards of living (economic comparisons)
  Map making
  Map reading
  Graph making and reading
  Map making and reading (scale)

Time concepts (century)

Money

Measurements
  Liquid measure
  Dry measure
  Linear measure

Population ratio

Fractions

Comparison of living costs

Coin Collections
Stamp Collections
Comparisons of travel and communication time
Means of marketing
Recipe reading and measuring

Trips to
  Museum and Historical sites
  Historical sites
  Business places
  Airport and Railroad station
  Post Office
  Supermarket
  TV station

Dramatizations

Drawing pictures

Painting murals

Sketching scenery

Bring items from home

Teacher Demonstrations
  Soap making
  Butter churning
  Ice cream making

Writing
  Chart stories
  Poems

Reading
  Poems

Stories:

Atorie:
  Old Publications

Interviewing senior citizens

Study local historical sites
B. Develops an Understanding of the Structure and Function of our Government

### Center of Interest Units

<table>
<thead>
<tr>
<th>Units</th>
<th>Aims</th>
</tr>
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</table>
| (1) **THE DEMOCRATIC GROUP PROCESSES IN THE FAMILY** | Family Recreation  
Family Responsibility  
Sharing responsibilities and privileges  
Care of pets  
Acceptable family behavior (respect)  
Courtesy  
Cooperation among siblings  
Discussing problems  
Making decisions  
Privacy  
Respect for property |
| (2) **THE DEMOCRATIC GROUP PROCESSES IN SCHOOL** | Cooperative Planning and Sharing  
Teacher-pupil planning  
Creating a good public image  
Health  
Good mental attitude toward learning to obey rules, for games, subject matter, obedience |
| (3) **VARIOUS LOCAL GOVERNMENTAL SERVICES** | Government structure  
Local  
State  
National  
Governmental Services  
Library  
Sanitation  
Police Department  
Fire Protection  
Schools  
Courts  
Public Assistance  
Health Services  
Post Office |

(see Bulletins 15 and 21c)

### Introductory Discussions

- What is the role of each person in the family?
- How can decisions be made?
- Should children have a role in decision making?
- Discuss
  - Cooperation
  - Building
- Tour of building
  - Kindness, loyalty and respect
- Following School rules
- Should students have a role in deciding some school rules?

- Trips
  - Court house
  - City-County building
  - Police station
  - Fire station
  - Post office
  - Polls
### Language Arts

- Plan meals
- Courtesy
- Taking turns
- Telephone Courtesy
- Creative Writing and Speaking
- Furnish endings for stories
- Clothes care

### Number Concepts

- Sequential Order (see Que puzzles)
- Budgeting
  - Money
  - Allowance
  - Family money
  - Time
  - Personal
  - Family

### Related Activities

- Cooking - planning menus
- Housework
- Odd jobs
  - e.g., mowing, raking
- Table Manners
  - (conversation)
- Simple Repairs
- Dramatization of family problems and discussions

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<thead>
<tr>
<th>Developing rules for safety</th>
<th>Schedule</th>
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<tr>
<td>Buildings</td>
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<td>Conveyances</td>
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<td>Sports</td>
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- Conducting and participating in a business meeting
- Discuss role of school employees
- Writing articles for school newspaper

### Vocabulary:

- Quorum
- Majority
- Minority
- Plurality
- Election
- Polls
- Ballot
- Platform
- Candidate
- Citizen
- Civil rights
- Campaign

### Duties

- Plan and carry out school party and program
- Games
- Club meetings
- Planning sessions
- School newspaper
- Entertaining

- Taxes
- Salaries
- Tuition
- Costs
- Election Returns
- Postage
- Fine
- Traffic
- Library
- Licences

- Mock elections
- Visiting polls at election times
- Mock trial
- Construct play at office
- Construct model community

---

259
P.L.S. #12
INTERMEDIATE

C. Develops an Understanding of our Privileges and Responsibilities as Citizens

Aims

Center of Interest Units

Introductory Discussions

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<th>Accepts written and unwritten social standards</th>
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<td>Good food</td>
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<th>Privileges and ethical obligations of a citizen</th>
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<td>American Constitution</td>
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<td>Privileges</td>
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<td>Bill of Rights</td>
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<td>Privileges</td>
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<td>Significance of patriotic symbols</td>
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<td>Flag</td>
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<td>Eagle</td>
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<td>Flag salute</td>
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<td>National anthem</td>
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<th>Center of Interest Units</th>
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<tr>
<th>Introductory Discussions</th>
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<tr>
<td>What are social standards?</td>
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<td>Dress</td>
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<td>Behavior</td>
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<td>Personal hygiene</td>
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<td>What is a privilege?</td>
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<td>What is an obligation?</td>
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</table>
Language Arts

Oral Expression
  Group discussion
  Completion stories
  Various social situations-protocol

Written expression
  Completion stories
  Request stories
  Thank-you letters
  Sympathy letters
  Invitations
  Regrets

Number Concepts

Ordinals (first, second, etc.)
Page numbers
Money
  Tips
  Change
Time
  Promptness
  Appropriateness
  Duration
  Seasonal adaptations
  Clothing
  Courtesy

Related Activities

Role playing
  Daily group feedback
  Puppets
  Games
  Dramatization
  Scrapbooks
  Telephone courtesy

Oral Expression
  Clear conveyances of ideas
  Reports of various experiences
  News reports
  Conducting simple business meeting

Written expression
  Reports of experiences
  Clear conveyance of ideas
  Letters to former classmates in service

Listening
  Tolerance of others
  Listening to others

Recreational fee tax
  Luxury tax
  Property tax and income tax and uses
  Money
  Expense involved in field trips
  Duration of elected offices
  Military services
  Dates of election
  Fund drives
  Gas tax
  Selective sales tax
  (put across from tax benefits point of view)

Speakers
  Military personnel (former classmates)
  Red Cross
  Civil Defense
  Congressmen
  Classroom elections
  Mock election
  National
  State
  Local
C. Develops an Understanding of our Privileges and Responsibilities as Citizens

Center of Interest Units

Introductory Discussions

(3)

PRACTICES WRITTEN AND ENFORCED LAWS

Federal Laws
  Constitutional Amendments
  Services

State Laws
  Major laws
  Employment
  Marriage
  Driving
  Hunting
  Drinking
  Child labor
  Family welfare
    Family court
    Divorce
    Custody of children
    Foster placements
    Adoption
    Guardianships

State Courts
  Legal courts
  Policeman and traffic officers
  Judge
  Jury
  Lawyer
  Truant officers
  Probation officer
  Welfare worker
  Game warden

Local Ordinances
  Sanitation
  Humane regulations
  Fire
  Water
  Licences
  Tax
  Permits
    Buildings
    Parades and public assembly
    Soliciting
    Distributing literature

Liability
  Financial
  Property (See Bulletin 21-e)

Hypothetical situations: appropriate and inappropriate driving, drinking and hunting habits

Day in Court
  TV Shows
  Newspapers
  Traffic Manual
August 27, 1970

Dear Colleague:

We are pleased to be able to share with you the accompanying publications, "A Persisting Life Needs Approach To A Curriculum For The Educable Mentally Retarded" and "Teachers Handbook For Implementation Of The State Curriculum For Educable Mentally Retarded". These materials represent the combined efforts of over 250 Wisconsin special education teachers and administrators, and numerous curriculum committees organized at the local district, county, and university levels. The publications were developed under the auspices of the Division for Handicapped Children, Wisconsin Department of Public Instruction and funded by Title VI-B, Elementary and Secondary Education Act.

Further information about these publications or related publications may be obtained from EAR Curriculum Project Consultant, Room 616, Division for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, 53702. Copies of this material may be purchased from Publications Order Service, 126 Langdon Street, Madison, Wisconsin, 53702 at a cost of $2.00 for the Curriculum and $.50 for the Handbook.

Sincerely,

DIVISION FOR HANDICAPPED CHILDREN

By

Kenneth R. Blessing, Ph.D.
Director of Bureau for Special Education

By

John W. Helcher
Assistant State Superintendent
Administrator of Division for Handicapped Children
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<td>licence applications, etc.</td>
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<td>Credit of company</td>
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<td>Better Business Bureau</td>
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LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Secondary

A. Understands our heritage
   (1) The customs and traditions of our local community
   (2) Our states' heritage and growth
   (3) Understands events leading to the birth and growth of our nation
   (4) The interrelationship between nations

B. Understands the structure and function of our government
   (1) The processes involved in a local democratic activity
   (2) How the state government serves its citizens
   (3) The fundamentals of national government
   (4) How the United Nations performs governmental functions among the nations

C. Understands our privileges and responsibilities as citizens
   (1) Achieves active, positive participation in local community
   (2) Respects and observes the laws of the state
   (3) Develops concepts necessary for adult citizenship
   (4) Respects other countries and the loyalties of their people

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

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded which includes vocabulary and understandings required by responsible secondary aged citizens in their communities.

See Bulletin 21-D, pages 75-85, for suggested and illustrative units on CITY GOVERNMENT, WHY MUST I OBEY THE LAW?, CITIZENSHIP AND LAW AS IT AFFECTS THE MENTALLY RETARDED, and LOCAL, STATE AND FEDERAL GOVERNMENTS
A. Understands Our Heritage

Center of Interest Units

1. THE CUSTOMS AND TRADITIONS OF OUR LOCAL COMMUNITY
   - Origin, purpose and method of observing local celebrations, traditions and customs
   - Biographic study of community leaders
   - Study the origin of community names, etc.
   - Founding and settlement of the community
   - Development of industry

2. OUR STATE'S HERITAGE AND GROWTH
   - Founding of the state
   - Settling of the state
   - Indian history, art, crafts and stories
   - Famous Wisconsin citizens
   - Historical places of interest
   - Wisconsin industries
     - Lumber
     - Fur
     - Mining
     - Agriculture
     - Recreation
     - Transportation
     - Manufacturing

3. UNDERSTANDS EVENTS LEADING TO THE BIRTH OF OUR NATION
   - Famous American Leaders
     - George Washington
     - Patrick Henry
     - Samuel Adams
     - John Hancock
     - Paul Revere
     - Ben Franklin
     - Abraham Lincoln and others
   - Wars
     - Revolutionary
     - Civil
     - World War I
     - World War II, etc.
   - Famous Documents
     - Declaration of Independence
     - Constitution
     - Bill of rights
     - Mayflower Compact
     - Monroe Doctrine
     - Louisiana Purchase and others
   - American Flag
     - Story and meaning
   - How we in Wisconsin benefit from cultural exchange with foreign nations
   - What we in Wisconsin have to offer to foreign nations
   - What agencies are active in making possible exchanges with other foreign countries
   - Preparation for travel in foreign countries, especially Canada

Introductory Discussions

1. Relationships of daily living of students with traditions in community
2. Utilize guest speaker well versed in community folklore
3. Utilize student ancestry
4. Use antiques as a center of discussion

- Bulletin board of interesting pictures
- Newspapers and magazines
- Imaginary journey through Wisconsin before its settlement

- What is history?
- Why study U.S. History?
- Wall map with strings connecting nationality (ies) and or products we use with the country they come from
- Recordings of foreign folk music
Language Arts

Discussion
- Family traditions
- Family and personal participation in local holidays

Write
- Story of the student's family coming to the community
- Descriptions of places of interest
- Reports of special events

Read books, pamphlets, newspaper articles, etc., related to community history

Discuss how each family uses Wisconsin products

Read Paul Bunyan stories

Write reports or original stories concerning Wisconsin lore

Number Concepts

Develop a dateline of import and community events

Use line graph to show population changes

Comparative numbers
- Dates
- Living Costs
- Rate of travel

Time lines
- Graphs on population and area
- Finding distances on a map
- Learning to calculate board feet

Related Activities

Use public library

Folksongs, games and dances

Display national costumes

Prepare national dishes

Develop classroom museum

Visit places of historical significance

Booklet about state flower, bird, motto, emblem, song, flag, tree, etc.

Product map

Make electric matching boards with items significant to our heritage e.g. dates, events, sites, locations, etc.

Theme: Could any country survive without the rest of the world

Make a display of pictures of outstanding world scientists, artists and world leaders, noting their accomplishments

Make a display of advertisements of foreign products that we are all familiar with such as Volkswagen.

English Bible, sewing machines, radios, etc.

Utilize local residents and visitors who have a good background on certain countries, e.g. ex-GI's, tourists, missionaries, etc.
B. Understands the Structure and Function of Our Government

Center of Interest Units

Study maps of the community
Develop organizational charts of local governments
Study types of local governments
Study duties of township, village, city, and county officials
Role of the neighborhood in the community

Introductory Discussions

What is the purpose of community government
What is a community
What is local government

Pictures of the state capitol and officials currently in office
Discuss some law that affects students such as compulsory school attendance, traffic rules, etc.

Teenager’s role in federal government (pageboys, lobbying, etc.)
Stimulate interest through a colorful travelogue of Washington, D.C. supplemented with a large map of the area
Discuss the everyday activities, services, etc. that are linked to the national government
Utilize current events as a springboard to unit planning

Bulletin board display of pictures of U.N. at work
Films on U.N.
Language Arts

Discuss
Necessity for rules to protect all citizens
Write thank you notes to classes and to hosts at places visited
Read local newspapers
Study the terminology (mayor, city council, trustee town board, etc.)
Written topics and scrapbooks

Discussion
Contemporary issues such as sales tax, voting age, driving age, etc.
Use of Blue Book
Reports on current events within the state

Number Concepts

Figure local property tax from assessed valuation and tax rate
Understanding use of numbers in Street and road numbers
Zone numbers
Zip code
Phone numbers
Study local budgets including expenditures and revenues using graphs, charts, diagrams, etc.

Graphs on state finance
Solving problems on sales and income tax

Related Activities

Visit such places as City, town or village hall
Police station
Fire station
Post office
County Court House
Talks by police chief, fire chief or other local officials
Role playing
Traffic Court
Mock trial
Council meeting

Study and conduct a non-partisan election
Campaign speeches
Judging merits of candidates
Gather information about the president’s family
First Lady
Children, etc.
Identify offices of President and Cabinet members
Contrast living in a democracy with living in a dictatorship

Write letters to the U.N. requesting publications and information
Punctuation exercises on sentences dealing with the U.N.
Theme or discussion on “How Does the U.N. Compare with How a Family Should Work Together”
Abbreviations, how and why they are used
Examples
W.H.O.
U.N.E.S.C.O.
I.N.I.C.E.F.

Number of members in
Cabinet
Congress
Supreme court
Compare our state’s representation with that of other states
Salaries of federal officials
Social security
Federal taxes
Voting ages and requirements
Percentages and graph problems pertaining to representation, voting records, etc.
Make a time line showing the important events in the history of the U.N.
Count the possible number of votes that may be cast in the U.N.
What is a majority, minority, a plurality?

Styrofoam, soap and clay modeling and sculpturing
Replicas of party symbols
Donkeys
Elephant
Securing election ballots
U.W. map (making and studying)
Visit polls on election day

Construct a large outline map of the world and indicate the U.N. member nations
Make a display of the flags of the U.N. members
Make a flag of the U.N.
Make an organizational chart of the U.N.
List accomplishments of U.N. agencies
C. Understands our Privileges and Responsibilities as Citizens

Center of Interest Units

Introductory Discussions

(1) ACHIEVES ACTIVE, POSITIVE PARTICIPATION IN LOCAL COMMUNITY

Voting responsibility
Attending meetings
Keeping our community clean
Community health and safety
Aid to fire and police department
Respect for public property
Obeying signs in public places
Bus etiquette
Taking advantage of recreational facilities, equipment and programs
Support of volunteer agencies
   - Red Cross
   - Red Feather
   - Clothing Drives
Christmas Food Baskets
March of Dimes, etc.

(2) RESPECTS AND OBSERVES THE LAWS OF THE STATE

Hunting and fishing regulations
State park regulations
Boating regulations
Water sports regulations
Motor vehicle laws

Discussion of newspaper articles on law breaking
Compare the need for laws in our state with the need for laws in a Robinson Crusoe society

(3) DEVELOPS CONCEPTS NECESSARY FOR ADULT CITIZENSHIP

Comparison of
   - Democracy
   - Monarchy
   - Fascism
   - Communism
   - Socialism
   - Dictatorship
Social Security
Workmen’s Compensation
Unemployment Compensation
Respect for country
Voting procedures
Serving one’s country (armed forces)
Proper courtesy to
   - Playing of national anthem
   - Flag passing by
Government official

Use stories or experiences in which there are examples of either good or bad national citizenship such as behavior of people when the national anthem is played

(4) RESPECTS OTHER COUNTRIES AND THE LOYALTIES OF THEIR PEOPLE

Internationally known people
World religions
Loyalties to one’s country
Effects of transportation and communication on world citizenship
How geography affects people’s way of life as shown in their dress, dances, foods, sports and industries

How each child differs from his brothers and sisters: from his friends
How children have things in common with each other
How these differences and similarities are found among people of various countries
Language Arts

Letter writing to local editor game wardens agencies for brochures
Prepare a list of outstanding qualities of good citizens
Oral or written discussion of
School spirit
Community spirit
Need of following good leaders
Why regular school attendance is good citizenship
Responsibilities to one's family

Read handbooks and brochures
Write to various state departments for related brochures
Report about life and customs of people of other countries
Write composition on "If I were from... "(state or country) Why I am Proud to be an..." (American or Wisconsinite) "A Well known International Figure"
Write to pen pals
Prepare antonym and synonym worksheet on terminology used to discuss citizenship e.g., ancient-modern rural-urban, etc.

Number Concepts

Meter reading (water, gas, electric)
Computing utility bills
Use graphs, fractions, etc. based on newspaper articles
Number problems in following progress of charity drives
Family budgeting

Problems involving fees and licenses
Problems about costs to Wisconsin for parks and conservation
Dollar loss in state thru carelessness (fire, crime, accident)
Insurance costs

Graphs and percentage charts
Population comparison
Nationalities
Industries
Religious preference
Races

Related Activities

Develop a scrapbook on the community to be exchanged with a similar class group in another community
Vote using regular sample ballots
Role playing, scenes showing good and bad civic attitudes
Prepare tapes, slides or photos of above role playing
Develop school or community slogans which inspire good civic attitudes

Films from various state departments about regulations under their control
Map work
Location of state parks, reservations, etc.
Speakers
Game warden
On water safety
On hunting
Mural and poster making on good citizenship practices
Develop a correspondence program with a class from another country
Films and filmstrips on life in another country
Collecting stamps from foreign countries
Arrange for talks by foreign students
Display
Pictures depicting scenes from foreign countries
Books about foreign countries

Read stories (fiction, biography, etc.) about other countries
Read about and report on foreign election returns
Listening to recordings, radio and TV programs of addresses by leading American and foreign citizens

Number of years of existence of different types of government
Number of countries with different types of government
Tax problems
National debt (number reading)
Charts and graphs showing how tax money is spent

Pictures of foreign leaders past and present
Pictures showing services provided by national and foreign government
Exhibits of informational material published by federal agencies
Mock elections
Display of election posters and pictures of foreign candidates
APPENDIX A
PRESCRIPTIVE TEACHING*

BACKGROUND

Approaches and techniques used in devising a systematic language development program for those with communicative disabilities vary as a function of the underlying rationale and orientation of the special educator. The Peabody Language Development Kit materials employ a "shotgun" approach, the major purpose being the elevation of the overall language ability of the treatment group or individual. Others have employed a "profile" or remedial approach aimed at developing a subject's ability to encode, decode or associate linguistic symbols. The subject's psycholinguistic profile, as measured by a test like the Illinois Test of Psycholinguistic Abilities (ITPA), provides the language clinician with clues as to relative strengths and weaknesses.

In the summary of the study to follow, the latter approach was employed. The purpose of the investigation was to test the major hypothesis that amelioration of a specific psycholinguistic deficit (vocal encoding) in an educable retarded population is feasible as a function of intensive small-group remediation. Vocal encoding was operationally defined as the ability to express one's ideas in spoken words when presented with meaningful visual stimuli. The investigator sought to determine whether the vocal encoding ability of elementary aged retarded children could be significantly improved as a result of a supplementary treatment program conducted in hourly sessions, three times weekly over a period of four months. Group language profiles were used to develop a differentiated program of language remediation.

The subjects consisted of 40 educable retarded children chronologically 8 to 15, with IQs from 50 to 80, mental ages between 4-7 and 8-10, who were found to be one or more years below M.A. in vocal encoding on the ITPA.

Children were randomly assigned to control and treatment groups of 20 each following group matching on the variables of sex, sibling order, and parental occupation. Each remedial group of 5 to 5 subjects received weekly instruction from two language clinicians. Anecdotal records were maintained of the activities and teaching techniques used and are included in the report for subsequent use in curricular implementation and research replication.

All ITPA evaluations were conducted by qualified psychological examiners trained by the co-author of the instrument. Interim empirical evaluations on classical criterion measures were periodically administered in a blind-fashion throughout treatment and as long-term retention checks. Contrasts were included in these interim evaluations to eliminate or reduce the possible confounding of results by the Hawthorne effect. Children's Apperception Test pictures were used in standardized three-minute sessions to elicit vocal encoding behavior, and their taped responses were analyzed in terms of the criterion measures.

Mean gain score differences between groups were subjected to tests of statistical significance by use of analysis of variance and, in addition, covariance analysis with the effects of initial performance levels held constant. The .05 level of significance was used in testing the major null hypothesis.

Results indicated that the null hypothesis was rejected for significant post treatment differences consistently favoring the treatment group on the vocal encoding measure. These findings may be said to provide substantial evidence of the efficacy of remediating a single psycholinguistic deficit and of using pretest profiles of educable retarded children in planning remedial programs. At the end of treatment the experimental group was equaling or exceeding mental age expectancy levels. A precautionary comment is interjected with respect to converting vocal encoding raw scores into language age norms at the upper limit of the ITPA, since lack of equal age increments restricts the specificity and accuracy of age norms near the ceiling of the test.

This study provides for special education curriculum makers a comprehensive list of clinical teaching suggestions for implementation in the developmental language program.

In the remaining pages, interested readers will note an attempt to organize an approach to linguistic deficit identification and prescriptive teaching designed to remediate these disabilities. Perusal will reveal that the most extensive listing of clinical teaching suggestions occurs in the vocal encoding area, since this was the deficit concern of the above study. The suggested activities in the other psycholinguistic areas have been extracted from various research reports, papers and articles dealing with other aspects of language usage and defect.

The intent of this section is to provide special educators with an outline of the test factors themselves and a parallel beginning list of practical ways in which these factors may be strengthened and/or remediated. Others working in this area of linguistic disability will wish to assess the feasibility and validity of these prescriptive approaches and will want to supplement this listing from their own empirical experience with psycholinguistic remediation.

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1Mrs. Eunice Key, Coordinator of Special Education, C.E.S.A. #11, LaCrose, recently expanded this work in her Master's paper. Readers should contact her directly for further information.
REMEDIATION OF A PSYCHOLOGICAL DEFICIT IN EDUCABLE RETARDED CHILDREN

In the following section the reader will encounter a description of the areas the ITPA probes and paralleling these descriptions, some simple, practical ways in which special educators can plan and carry out specific remedial programs. Most of these techniques have been developed in clinical settings on a tutorial one-to-one basis. Along with trying out these suggestions in a classroom setting, the task of the special educator will be to explore ways of grouping pupils with similar disabilities for economy and efficiency in the time available for instruction. The long range goal is the development of language abilities, comparable to the grouping practices for the development of language abilities, comparable to the grouping currently employed in the reading and arithmetic phases of the special education curriculum. Once achieved, it may be possible to provide developmental and remedial language programs which enable retarded pupils to function, linguistically speaking, somewhat more closely to their current levels of intellectual functioning.

The nine subtests of the battery are briefly described below. The numbers (1 through 9) correspond with the numbers in Figure 7. These descriptions with some modifications are taken from Kirk and McCarthy (1961).

**FIGURE 7**

THE REVISED PSYCHOLOGICAL MODEL OF LANGUAGE ABILITIES

(After McCarthy and Kirk, 1961)

Decoding

1. Auditory Decoding
2. Visual Decoding
3. Auditory-Vocal Association
4. Visual-Motor Association
5. Vocal Encoding
6. Motor Encoding

**Automatic-Sequential Level**

7. Auditory-Vocal Automatic
8. Auditory-Vocal Sequencing
9. Visual-Motor Sequencing

**I. Tests at the Representational Level**

This representational or meaning level mediates activities requiring the meaning or significance of linguistic symbols. The tests at this level all have one thing in common: they assess some aspect of a child's ability to deal with meaningful symbols, i.e., to understand the meaning of symbols (decoding). Thus, when a child learns to say "ma ma" to the appropriate mother figures, he is operating at the representational level. There are 6 tests at this level, 2 concerned with decoding, 2 with association and 2 with encoding.

The Revised Psycholinguistic Model of Language Abilities

(After McCarthy and Kirk, 1961)
ITPA PSYCHOLINGUISTIC AREAS

(A) THE DECODING TESTS. Decoding at this level is measured by the two following subtests:

Test 1. Auditory decoding

Auditory decoding is the ability to comprehend the spoken word. This process is tapped by "yes" or "no" answers to such questions as "Do apples fly?" Since decoding and not encoding is the process being measured, if the child cannot say "yes" or "no" a gesture response is accepted.

Test 2. Visual Decoding

Visual decoding is the ability to comprehend pictures and written words. In this subtest the child is presented with a stimulus picture from among a set of four. The correct choice is semantically identical to the stimulus picture but is not physically identical. e.g., a silver knife and a jackknife.

(B) THE ASSOCIATION TESTS. Association is assessed by two tests utilizing different channels.

Test 3. Auditory-vocal association

Auditory-vocal association is the ability to relate spoken words in a meaningful way. In this subtest the auditory perception and the vocal expression require minimal ability while the association process is tested by items of increasing difficulty. This analogies test is a "controlled association test utilizing a sentence completion technique." for example, "Father is big, baby is ...." Activities:

1. Identification of familiar sounds. e.g., record of train whistles, household sounds (Scott-Foresman). "Muffin records."
2. Try out the child's knowledge of prepositions. e.g., under, in, out, up, etc.
3. Recite part of a nursery rhyme; pause to let the child finish it.
4. Have the children listen out of the window or to the radio and identify sounds.
5. Have the class make up games with words.
6. Have the child tell if a pair of words (e.g., see, she, life, left) sound the same or different.
7. Have pupils identify objects or situations described by the teacher.
8. Require pupils to answer questions about material read aloud to them.
9. Use auditory memory span for sentence types of activities.
10. Check understanding of material read orally. Have pupils choose the correct word from several presented orally to meaningfully replace a particular phrase from the story.
11. Use detailed conversations based on specific topics of interest to the pupil and require response to comments made by the teacher in order to demonstrate decoding.
12. The teacher can define a word and have the pupil redefine it in his own words.

Activities:

1. Display a picture and ask a child to find certain items or name incomplete items in the picture.
2. Have children look out the window and identify objects.
3. Have children pick out objects in terms of shape, color or size (e.g., "the green car. "the large boy").
4. Ask a child to identify action in pictures in the room, etc. ("show me the girl running").
5. Utilize a systematic phonic approach in reading with pupils in this area.

Activities:

1. Have the pupil name all the things he can think of when you say (orange).
2. Ask children questions like "In what way is a hat like a coat?"
3. Ask children to explain verbal passages. e.g., "God Bless America" or "The Pledge of Allegiance."
4. Ask children about groups of items: "Which one doesn't belong?"?
5. Ask for interpretations of phrases or paragraphs orally read to class.
6. Ask pupils questions involving verbal absurdities: "Would I find a bed on the roof?"
7. Have pupils choose from several objects the one which the teacher has verbally described in terms of the uses
Test 4. Visual-motor Association

Visual-motor association is the ability to relate meaningful visual symbols. This process is tapped by a picture association test. The child is presented with a single stimulus picture and a set of four choice pictures, one of which is associated with the stimulus picture. The child is asked, "Which one of these (pointing to the set of choice pictures) goes with this (pointing to the stimulus picture)?" The child is to point to the one picture from among the choice set which has a conceptual communality with the stimulus picture.

(C) THE ENCODING TESTS. Encoding at the representational level is assessed by two subtests, one requiring vocal and the other motor responses

*Test 5. Vocal encoding

Vocal encoding is the ability to express one's ideas in spoken words. In this test, the child is shown a series of similar objects like a ball, or a block, or a piece of chalk, or a piece of celluloid and is asked to "Tell me about this." The score is the number of discrete descriptions.

*Specific factor the study was designed to remediate.

or characteristics of the object. Verbal descriptions should progress from simple descriptive phrases to complex sentences.

8. Utilize activities which require pupils to associate sounds with visual cues.

9. Discuss the relationship among certain concepts such as letters, words, sentences and paragraphs.

10. Have pupils supply a missing word in a sentence presented verbally.

11. Have pupils supply a word opposite in meaning to one word which was emphasized by the inflection of the teacher's voice while reading a sentence aloud.

12. Have pupils choose and repeat the one sentence from several read to them which was most relevant to a visual cue presented earlier.

Activities:

1. Have pupils sort and match like objects (e.g., red and white buttons).

2. Show pupils a picture, e.g., of a boy eating. Ask, "Show me what the boy is going to do next."

3. Start a sequence of action; get the pupils to finish it (e.g., dress a doll, set table).

4. Present a number of pictures: ask children to choose all those which go together.

5. Provide a box of objects and a box of pictures. Children match the items.

6. Have pupils pair concrete objects as to use or function e.g., needle and thread, ball and bat, etc.

7. Use reading readiness type material which require the drawing of a line from a word to a correct choice among a group of pictures.

8. Use of some of the Frostig materials for the development of visual perception would be helpful here.

Activities:

1. Elicit vocal sounds and babbling through the use of a motor kinesthetic method with the aid of a mirror. Imitate the child's sounds and have the child imitate the teacher's sounds. Actions, objects, and pictures can be labeled by the teacher and children can be encouraged to imitate these labels vocally. Spontaneous speech can be encouraged by having the children give previously learned labels without prompting. When familiar individual words are utilized, the teacher can encourage the combination of these two-word sentences.

2. Display pictures on door outside of classroom and get pupils in the habit of studying these carefully. During the language activity request them to recall such characteristics of the picture as:
   a. the central figures; names of the people, animals, objects, etc.
   b. the number of people, animals, etc.
   c. the action involved; what the individuals were doing
   d. shapes, sizes, composition; other physical characteristics
   e. the functions of people, animals, objects in the scene

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f. the colors of objects, animals, people in the picture

g. the emotional tone of the scene; happy, sad, etc.

3. In group discussion of the picture permit other pupils to elaborate on the story and suggest items omitted or not recalled by the original story teller.

4. Bring the picture to the group and discuss various elements; attempt to develop transference of observational principles from lesson to lesson.

5. Bring toys, gadgets, bric-a-brac, and other articles for observation; manipulation, touch, smell and discussion. Have students talk about these objects, i.e., their shape, size, color, and function. Occasionally include similar items, e.g., (a) soap granules and a cake of soap; or (b) letter opener, ink pen, ball point pen, in order to bring out similarities as well as differences in appearance and function. Stress attendance to details and transfer of observational habits and principles from lesson to lesson.

6. Take short neighborhood field trips and utilize observations from the classroom window to stimulate or develop ideas for discussion.

7. Use Judy See-Quees sets and selected cartoon strips mounted on tagboard to stimulate group interests, discussion and story telling. Vary the length of the picture stories in terms of the group's ability to recall and relate stories in correct sequential order. Have pupils verbally explain the significance and sequence of events following a separate or combined verbal-visual presentation. Attempt to extend individual abilities in sequential picture placement and recall of the previously discussed story.

8. Present various See-Quees sequences to groups of pupils and follow up with removal of one of the pictures in the series. Have individuals identify and talk about the missing picture.

9. Use gestural-vocal demonstrations of action depicted in various pictures or the vocal imitation of sounds and noises of animals presented pictorially and as objects.

10. Have pupils present oral book reports and accounts of simple stories read in school or at home.

11. Utilize slide projectors, View-Masters, hand puppets, cut-outs, realistic models, globes, maps, pictures and flannel-board materials to stimulate general conversation and expand language concepts.

12. Use verbal classification and categorization of objects as another means of stimulating speech and discussion. For example, pictorial cards depicting various household items can be provided children in a group. Members can discuss each object portrayed and tell which room the item is usually associated with, e.g., appliances, furniture, foods, clothing, recreational items can be classified as to function, location, origin, etc.

13. Use of modified TV-type quiz shows to stimulate verbal responsiveness in pupils. Illustrative approaches might include "What's My Line" in which panel participants attempt to guess the particular "community worker" pantomimed or portrayed by the contestant. The playing of a modified "Charades" in which song titles, TV ads and jingles are portrayed is another variation of this technique used to elicit verbal expression.

14. General conversation requiring vocal expression about any
topic of general interest to the group, e.g., vacations, death of a pet, holiday activities, etc.

15. Elicitation of vocal responses through the use of nursery rhymes, poems, riddles, rhyming activities, finger plays, songs, TV commercials, phonograph recordings, and choral speaking. Pupil responses can be recorded and fed back for additional verbal stimulation. Illustrative activities might include:
   a. action rhymes and rhythmic exercises
   b. teacher-read poems with pupils completing the final rhyming word
   c. singing songs with accompanying gestures
   d. participation in “Cookie Jar”; game involves clapping of hands to rhythm as words are changed by pupils
   e. acting out nursery stories, e.g., “Three Billy Goats Gruff,” using hand puppets
   f. use of a toy telephone to elicit spontaneous speech

16. Use tape recorders in “Show-and-Tell” periods when pupils are reporting interesting events, news reports, role-playing, and similar activities. Playback of these recordings enables pupils to hear their own vocal responses and further stimulates interest on the part of the children.

17. Activities for developing general vocal encoding ability in individual pupils might include:
   a. imitation of vocal sounds, expressions, phrases and statements made by the tutor
   b. filling in of sentences; teacher reads a phrase and the subject completes a sentence using this phrase
   c. listening to verbal absurdities; short story presented and pupil picks out the absurd word, then repeats the statement inserting a correct word
   d. listening to the presentation of a series of words, picking out the word that doesn’t belong in the series, and telling why
   e. use of the “Wordy Game” to build sentences
   f. teacher-read stories followed by questions on content and meaning
   g. giving of short speeches from a classroom stage

18. Sociodrama, role-playing, and hand puppetry can be especially effective in stimulating vocal expression. See Fliegler (1955), LaValli and Levine (1954), and Koenig (1951) for excellent suggestions in this area. Approaches will need to be modified to conform to the abilities, needs, and interests of the group. Teachers can describe and structure imaginary social or problem situations for the children, assign individuals to various roles, and have them act out the parts. In later discussions members of the group can evaluate the responses and actions of the various role-players. Typical sociodramas might include such situations as:
   a. learning to meet people, respond to, and make introductions, etc.
   b. going to the grocery store and making purchases
   c. answering the telephone
   d. answering the doorbell and responding to strangers, salesmen, etc.
   e. being a radio or TV announcer
   f. asking directions
   g. welcoming a friend
Test 6. Motor encoding

Motor encoding is the ability to express one's ideas in gestures. At the representational level, motor encoding is tapped by a manipulation test. An object is shown to the child and he is asked to, "Show me what we should do with this." The subject is to supply the appropriate motions, such as drinking from a cup, or fingering a piano keyboard.

19. Utilize charades, visual pantomiming, and such games as "Simon Says" and "Follow the Leader" to elicit verbal expression.

20. Combine visual-verbal techniques to encourage verbal descriptions of auditorially stimulated concepts. For example, pupils might observe a new hospital wing under construction from their classroom window. Then, closing their eyes and through sound clues alone, they can be asked to describe what the workmen are going, what is occurring, etc.

21. Pupils can present a number of covered objects to the group and provide verbal clues as to the identity of the objects. Other pupils can attempt to guess the identity of the item.

22. Utilize memory series games, e.g., "I went to the farm and on the farm I saw a ...." This can be repeated orally by each pupil in the group and new objects can be added to the sequence as the game progresses.

23. Duplication of activities described in No. 4 above but with emphasis upon olfactory or tactile reception to provide clues and elicit verbalization.

24. Have pupils identify animals, toys, and other objects with their eyes blindfolded. Emphasis again would be upon their verbalizing the cues and the identity of the object.

25. Have pupils discuss similarities and differences between various items, presented for tactual and/or olfactory exploration with the pupils being blindfolded to eliminate visual cues.

26. Use of various kinesthetic teaching aids such as tactual pictures, symbols, letters, raised maps and globes to stimulate interest in discussion of specific educational topics.

Activities:

1. Tell pupils to point to a specific picture in a picture book.
2. Have the pupils draw a man, a woman, an animal, an object, etc.
3. Have pupils imitate teacher action like clapping, stirring, jumping, etc. Label these vocally for the child.
4. Try to elicit spontaneous motor gestures after working on imitation, e.g., gestures indicating "large" or "small".
5. Have the pupils follow instructions, e.g., "Close the door," "Stand on one foot," "Put the ball under the table."
6. Tell the pupils to walk like different kinds of animals.
7. Play "Simon Says" and "Follow the Leader".
8. Utilize Kephart's laterality, directionality, spacial orientation and/or body image activities with the pupils. Included would be specific exercises in right and left body parts on self, instructor, and on pictures; use of trampoline and railroad activities; the drawing of various figures, i.e., stick, human, and geometric, and the printing or writing of the alphabet.
9. Use finger plays and nursery rhymes with accompanying actions.
10. Use charades to encourage gestural and motor expressions.
11. Tell a story; have the children act it out; watch for children who have difficulty in expressing themselves in gestures.
II. Tests at the Automatic Sequential Level

This level mediates less complex, more automatic processes than the representational level. This is illustrated by the ability to recite poems and sing songs without conscious effort. Defects at this level interfere with sequential initiation and the ability to retain sequences of visual and/or auditory automatic test, an auditory-vocal sequential test, and a visual-motor sequential test.

(A) THE AUTOMATIC TESTS.

Auditory-vocal processes are measured by the following subtests:

Test 7. Auditory-vocal automatic
Auditory-vocal automatic ability permits one to predict future linguistic events from past experience. The process is assessed by a grammar test. The child is shown a picture of a ball and a picture of two balls as an ancillary aid to the auditory-vocal task. The examiner says, "Here's a ball. Here are two." The child completes the sentence. The test increases in difficulty by requiring the correct use of increasingly less familiar English inflections.

(B) THE SEQUENCING TESTS.

Sequencing ability is measured by the following two subtests:

Test 8. Auditory-vocal sequencing
Auditory-vocal sequencing is the ability to correctly repeat a sequence of symbols previously heard. The process is tested with a digit repetition test. The test differs from that of the Stanford-Binet in that the digits are presented at the rate of two per-second and the child is allowed two trials with each sequence of digits before the task is failed.

12. Pantomiming of imaginary activities using either a verbal or visual stimulus, e.g., raking leaves, hammering, etc.

Activities:

1. Stress the plural nature of objects. For example, show a picture of some men and say, "Here is a man; here are three..." Start with the simplest forms using those which just add an s and then increase the complexity of the task.
2. Stress the action tenses. For example, the teacher might say, "I eat; yesterday I..." Useful here are items used with deaf children at the primary level.
3. Utilize the developmental sequence to be found in curriculum for teaching grammar; nouns, verbs, tenses, adjectives, suffixes, etc., keeping in mind the maturational level of the group and the individual.
4. Utilize choral speaking type activities to enable certain sequences of sounds and words to become somewhat more automatic in nature.
5. Use word association approaches which require closure and one-to-one contiguity learning.
6. Have pupils identify the sentence which was structurally correct from several sentences which were all identical in meaning. Presentation can be both auditory and visual.

Activities:

1. Use digit span type activities. For example, the teacher says, "3, 7, 9" and asks a pupil to repeat her stated digits. She can also ask the pupils to repeat them in the reverse order.
2. Have pupils carry out a series of verbal commands in sequence.
3. Have pupils restore the correct order to phrases and sentences in which the order of words was orally presented incorrectly, e.g., "The ran boy."
4. Play such games as "I went to the farm and on the farm I saw a..." described in Test 5, No. 21. Another version is "I'm packing my bag and in it I'm putting..."
5. Use auditory sound blending in units of varying length.
6. Have pupils complete human, stick, and geometric figures which have parts missing.
7. Have pupils reproduce a series of movements presented auditorially, e.g., the Kephart tapping pattern.
8. Have pupils repeat the spelling of words which were spelled aloud to them. Also have the words written from memory of the oral spelling.
9. Have pupils fill in the missing letters or numbers in
Test 9. Visual-motor sequencing
Visual-motor sequencing is the ability to correctly reproduce a sequence of symbols previously seen. The process is assessed by a test requiring visual sequential memory. This task requires the child to duplicate the order of a sequence of pictures or geometrical designs presented by the examiner and then removed.

The above examples indicate that discrete tests have been constructed which attempt to differentiate defects in: (a) the three processes of communication; (b) the levels of language organization; and (c) the channels of language input and output. Inadequate performance on specific subtests of this ITPA battery should, therefore, suggest the existence of language deficits which may be subjected to language remediation. For example, vocal encoding deficiencies might be considered similar to those diagnosed by clinicians as expressive “aphasia” while motor encoding problems might be related to “apraxia.” A resulting test profile should indicate to the clinician or instructor a possible course for language remediation.

REFERENCES

such auditorially presented activities as, “A-CDE,” “10. 11. 12. 13. 14. 15,” “10. 20. 40. 50.”

10. Sentence completion activities would also be applied here since this requires contiguity learning.
11. Use memory for words and sentence sequences activities keeping in mind that sentences also involve meaning.
12. Have pupils relate the sequence of events in a story read aloud to them.

Activities:
1. Sequences of geometric figures can be copied or done from memory, e.g., using bead stringing, flannel board or pictorial ‘design. Variations, e.g., animal sequences, can also be used. The Frostig visual perception materials could be used here.
2. Use of Montessori-type activities. For example; a circle tile design of alphabet blocks and of tile number blocks can be painted on the floor.
3. Sorting of objects for size, color, shades, or sequences.
4. Have pupils repeat from memory simple paper folding sequences.
5. Lay out dominoes in sequence and ask pupils to repeat the sequence.
6. Utilize various maze type activities.
7. Have pupils follow various sequences of letters, number, or “follow the dots,” although these activities often become representational in nature.
8. Utilize some of the activities in the Fernald Kinesthetic Method of teaching reading in this area. This includes labeling, tracing, writing from memory and evaluation procedure.

It should be apparent that there is a need for further exploration of additional instructional approaches in all of the psycholinguistic areas under consideration. Current remedial activities have been somewhat crudely outlined and a good deal of refinement is needed before a definitive answer to the question of psycholinguistic deficit remediation is forthcoming. Practitioners in the field are encouraged to experiment with these approaches in their classrooms and attempt a more rigorous application of the developmental approach to language development. For a fairly complete and detailed set of lesson plans for language development, special educators are referred to Smith’s 1962 monograph. Effects of a Group Language Development Program upon the Psycholinguistic Abilities of Educable Mental Retardates.