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ABSTRACT

Presented in this teacher's guide for beginning, intermediate, and advanced grades are lesson plans and ideas for integrating home economics (family living, child development, family consumer economics, family housing and interiors, family foods and nutrition, and family clothing and textiles) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA	Home Economics	GRADE	Beginning	
			Intermediate	Advanced
Management of Personal and Family Resources	1. Family Living		White	
	2. Child Development		Pink	
Human Growth and Development	3. Family Consumer Economics		Gold	
	4. Family Housing & Interiors		Yellow	
Personal and Family Relations	5. Family Foods & Nutrition		Blue	
	6. Family Clothing & Textiles		Green	

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SE 016 540

"HOME ECONOMICS PREFACE"

Families have and always will live in the environment. The family is the basic consuming and living unit within society. Using and preserving resources is a family responsibility. Ultimately the necessary, daily, individual acts are our contribution to ecology. We feel that it is our responsibility as home economists to instill in our students respect for the environment, so that future children will be able to enjoy the woods, waters, and other wonders we presently enjoy.

The environmental episodes are arranged in the substantive areas of home economics. All of the basic environmental concepts are not covered in each substantive area; however, they have been covered in the unifying areas of home economics. These units could be used in sequence, but would probably be more valuable worked in as single episodes within regular units in home economics classes. Some lessons dealing with the same environmental concept as a prior lesson rely on the information in that prior lesson rather than constantly repeating concepts, information and ideas.

Remember, from a small acorn, mighty oaks grow.

Home Economics Teacher Committee
Project I-C-E

PREFACE

"Oikos" for house is the Greek origin of the term "ecology". Environmental studies our house--whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges--natural and man-made. We can adapt to environments, our many "houses" if we omit rancor and cite long range complexities. Our "oikos" uses the insights of all subjects. Thus, a multidisciplinary program like ours necessarily results. Also, since a long time, our program ranges K thru 12. The environment mirrors our values. These values have their origin in the "oikos" of our collective minds. Let us become masters of our house by replacing the Greek adage with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supplemental to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students best, to adapt or adopt. Limitless chances are here for your experimentation. Many episodes are self contained, some open-minded, still others carefully developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide has and no curriculum will work unless viewed in the context of your situation.
4. React to this guide with scratch ideas and notes on the episode page.
5. After using an episode, fill out the attached evaluation form in triplicate, or request more of these forms. Send them singly or collectively. We sincerely want your reactions or suggestions--negative and positive. Evaluations are the key in telling us "what works" and in aiding our development of the guides.

----- TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for resources. Our address and phone number is on this guide's cover. For more information or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process based on knowledge.
Affective refers to student attitudes, values, and feelings.

PREFACE

Greek origin of the term "ecology". Environmental education is not or wherever it may be. Like an umbrella, our house can cover many ranges--natural and man-made. We can add quality to our "uses" if we omit rancor and cite long range gains, costs, and uses the insights of all subjects. Thus, a rational, positive, like ours necessarily results. Also, since attitudes grow over grades K thru 12. The environment mirrors our attitudes or their origin in the "oikos" of our collective and individual members of our house by replacing the Greek adage of "Know thyself" in the house."

your fellow teachers, this guide is supplementary in nature--to existing, logical course content. It offers suggestions. Knowing your students best, you decide what countless chances are here for your experimentation and usage. contained, some open-minded, still others can be changed or ways.

please pre-plan. Why? Simply, no guide has all the answers, work unless viewed in the context of your students.

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Resource Materials Center serving all public and non-public grades 3, 8, and 9. Check the Project ICE Bibliography of available and phone number is on this guide's cover. Feel free to write for help.

Visual Instruction, 1327 University Avenue, P. O. Box 2093, (Phone: 608-262-1644).

measurable mental skill, ability, or process based on factual data. student attitudes, values, and feelings.

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Dua Ra
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Jan Do
Phy Do
Kei Ja
Jac Si
Mil Ke
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Nar Fr
Jos Ji
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C 12. Private ownership must be Discipline Area Home Econ
 O regarded as a stewardship and Subject Personal
 C should not encroach upon or violate Problem Orientation Family
 P the individual right of others.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The student comprehends the significance of private ownership and using it without violating the rights of family members.</p> <p><u>Affective:</u> The student appreciates the rights of others and values private ownership.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students draw on sheet of paper all or their personal possessions. Ex., clothes, bicycles, records, etc.</p> <p>B. Students discuss how some of these items might encroach upon the rights of others if they are not used as they were intended. Ex., playing record player too loud, riding bicycle on neighbor's lawn, etc.</p> <p>C. Students keep journal for three days recording every incident when they misused their personal possession and violated the rights of others.</p> <p>D. Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others.</p>	<p>II. Outside Community</p> <p>A. Social man t of In</p> <p>B. Stude exam illus croac neigh offic repre Discu</p>
<p><u>Skills to be Learned</u></p> <p>Discussion</p> <p>Graphic illustrations</p> <p>Keeping journal</p>		

one be _____ Discipline Area Home Economics
l and _____ Subject Personal and family relations
ly- or violate _____ Problem Orientation Family Living Grade Beginner
chers. _____

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

Students list on sheet of paper all of their personal possessions. Ex., clothes, bicycles, records, etc.

Students discuss how some of these items might encroach upon the rights of others if they are not used as they were intended. Ex., playing record player too loud, riding bicycle on neighbor's lawn, etc.

Students keep journal for three days recording every incident when they misused their personal possession and violated the rights of others.

Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others.

II. Outside Resource and Community Activities

A. Social worker, lawyer or policeman talk to class on "Violation of Individual Rights."

B. Students record incidents or examples within their community illustrating "violation on encroachment of rights" by neighbors, children, town officials, etc. Individual represents to the class. Discuss and evaluate.

Resource and Reference Materials	Continued and Additional Suggest
<p data-bbox="470 838 720 871"><u>Publications:</u></p> <p data-bbox="470 871 1127 941"><u>Homemaking For Teen-Agers, Book 2,</u> Chp. 2, I-C-E RMC</p> <p data-bbox="470 1168 720 1201"><u>Audio-Visual:</u></p> <p data-bbox="470 1201 1089 1271">"Family Teamwork and You," BAVI, 6654, \$4 50</p> <p data-bbox="470 1271 1089 1303">"Family Life," BAVI; 0696, \$2.00</p> <p data-bbox="470 1303 1089 1336">"Your Family," BAVI, 2525, \$2.00</p> <p data-bbox="470 1336 1108 1406">"Your Family Budget," BAVI, 2526, \$2.25</p> <p data-bbox="470 1564 664 1596"><u>Community:</u></p>	

gges. Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

C 7. Factors such as facilitating trans- Discipline Area Home E
 O portation, economic conditions, popu- Subject Person
 N lation growth, and increased leisure Problem Orientation Fami
 C time have a great influence on changes
 E in land use and centers of population density.
 P
 T

BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
<p><u>Cognitive:</u> The student analyzes inter-relationship of family leisure time and land use.</p> <p><u>Affective:</u> Committed to leisure activities that do not abuse the land.</p>	<p>I. Student-Centered in class activity</p> <p>A. List family leisure time activities.</p> <p>B. List land resources. Ex., earth, plants, minerals, water, etc.</p> <p>C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)</p> <p>D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.</p> <p>E. Based on their observation, students compose editorial to local newspaper pointing out community use and abuse of land for leisure activities. Ex., Group of five or six students compose introductory paragraph. Remainder of class pair off to develop recommendations to be put</p>	<p>II. Outside Community</p> <p>A. Park a "Recre of Lei</p> <p>B. Summer "Types availa</p> <p>C. Physic Teach activi badmit</p> <p>D. Profes UWGB- people activi</p>
<p><u>Skills to be Learned</u></p> <p>Working in a group</p> <p>Three dimensional illus.</p> <p>Editorial writing</p>		

(cont.)

Discipline Area	<u>Home Economics</u>
Subject	<u>Personal and family relations</u>
Problem Orientation	<u>Family living</u>
Grade	<u>Inter- mediate</u>

force on changes
of population density.

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

A. List family leisure time activities.

B. List land resources. Ex., earth, plants, minerals, water, etc.

C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)

D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.

E. Based on their observation, students compose editorial to local newspaper pointing out community use and abuse of land for leisure activities. Ex., Group of five or six students compose introductory paragraph. Remainder of class pair off to develop recommendations to be put

II. Outside Resource and Community Activities

A. Park and Recreation Dept.
"Recreation Dept. Philosophy of Leisure" (values and methods)

B. Summer Recreation Directors
"Types of recreation programs available for the family"

C. Physical Education Teacher
Teach a couple of leisure time activities. Ex., volleyball, badmitton.

D. Professor of Leisure Science--
UWGB--to discuss how much land people need for leisure activities.

(cont.)

Resource and Reference Materials	Continued and Additional Su
<p><u>Publications:</u> <u>Camp Recreation</u>, I-C-E RMC <u>Happier Vacations</u>, Coleman Co., Wichita, Kansas 67201 <u>Creative Travel and Your Leisure Time</u>, Harvest Years Publishing Co., Suite 741, 69 Market Street, San Francisco, Calif. 94705 <u>Conservation Piece</u>, Mobile Homes Mfg. Association, Modern Talking Picture Service, 1212 Avenue of the Americas, N.Y., N.Y. 10036</p> <p><u>Audio-Visual:</u> <u>Wisconsin Recreational Resources</u>, BAVI, 4852, \$5.00</p> <p><u>Community:</u> Travel bureau</p>	<p>I. (cont.) E. into logical paragraph six students. Alternative Act: Prese psychology class</p>

Continued and Additional Suggested Learning Experiences *

(cont.)

E. into logical paragraph sequence by group of five or six students.

Alternative Act: Presentation to sociology or psychology class

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9. Man has the ability to manage, _____ Discipline Area _____ Ho
 _____ Subject _____ Pe
 manipulate, and change his
 _____ Problem Orientation
 environment.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	
<p><u>Cognitive:</u> The student analyzes methods of managing, manipulating or changing personal actions in problem situations.</p> <p><u>Affective:</u> The student develops a plan to manage, manipulate or change personal actions in problem situations.</p>	<p>I. Student-Centered in class activity</p> <p>A. Open ended questions</p> <ol style="list-style-type: none"> 1. Students answer open ended questions <ol style="list-style-type: none"> a. I get angry when... b. The thing that upsets me most..... c. It makes me furious when..... d. I dislike..... 2. Students write their solutions to above situations. <p>B. Students discuss how they would react to following situations</p> <ol style="list-style-type: none"> 1. Fellow asks for date, promises to come at 7:00 and doesn't come until 10:00. How do you react? 2. Fellow takes you to a dance and dances with your best friend all evening. How do you react? 3. Gal leads fellow on without commitment, he has asked her to marry him. <p>(cont.)</p>	<p>II.</p> <p>C</p> <p>A</p> <p>B</p> <p>d.</p> <p>Stu</p> <p>so</p> <p>si</p> <p>de</p> <p>ld</p> <p>ua</p> <p>Fe</p> <p>pro</p> <p>7:</p> <p>un</p> <p>yo</p> <p>Fe</p> <p>da</p> <p>yo</p> <p>ev</p> <p>re</p> <p>Ca</p> <p>ou</p> <p>as</p>
<p><u>Skills to be Learned</u></p> <p>Problem solving</p> <p>Recording in diary</p> <p>Critical thinking</p>		

Home Economics, Discipline Area Home Economics
 Personal and family relations, Subject Personal and family relations
 Problem Orientation Family Living - Grade Intermediate
problem solving

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class
 A. Open ended questions
 Students answer open ended questions
 a. I get angry when...
 B. b. The thing that upsets me most.....
 c. It makes me furious when.....
 d. I dislike.....
 Students write their solutions to above situations.
 Students discuss how they would react to following situations
 Fellow asks for date, promises to come at 7:00 and doesn't come until 10:00. How do you react?
 Fellow takes you to a dance and dances with your best friend all evening. How do you react?
 Gal leads fellow on without commitment, he has asked her to marry him.
 (cont.)

I. Outside Resource and Community Activities
 A. Person from Division of Family Services, minister or priest
 1. Speak to students on methods of problem solving
 B. Representative from MENSA
 1. Speak on how mental attitudes affect problem solving.

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u> <u>Marriage and Family Living</u>, Landis and Landis <u>"Positive Mental Attitude," Psychology Today</u> <u>Power of Positive Thinking</u>, Norman Vincent Peale</p>	<p>I. (cont.) B. 3. How would feel C. Teacher introduces 1. Attack → me 2. Detour ↘ sl 3. Stand still 4. Retreat ← ru D. Teacher uses a method was employed fellow arrives something, she is does not talk to him head-on when 1. Students analyze to problem s 2. Students keep determine what solving is. E. Class discussion method is best? method?</p>
<p><u>Audio-Visual:</u> <u>"Anger at Work,"</u> BAVI 3842</p>	
<p><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

(cont.)

- B. 3. How would fellow react? How does gal feel?
- C. Teacher introduces methods of problem solving.
 - 1. Attack → meets problem head-on.
 - 2. Detour ↷ skirts problem
 - 3. Stand still . knows problem exists but does nothing
 - 4. Retreat ← runs away from problem
- D. Teacher uses a previous example to illustrate what method was employed. i.e., #C-1. If gal is gone when fellow arrives she retreated; if she is home but says nothing, she is at a stand still; if she goes out and does not talk to him, she is detouring; or if she meets him head-on when he comes, she is attacking problem.
 - 1. Students analyze remainder of situations in relation to problem solving methods.
 - 2. Students keep personal diary for three days to determine what their individual pattern of problem solving is.
- E. Class discussion of problem solving methods--which method is best? Weigh alternatives. Is there a best method?

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2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Home
Subject Perso
Problem Orientation Fam

BEHAVIORAL OBJECTIVES

Cognitive: The student will apply principles of good communications to marriage.

Affective: The student will assume the responsibility for improving communication in marriage.

Skills to be Learned

Brainstorming
Researching
Discussing
Role playing

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Students brainstorm on methods of communication.
 1. Verbal
 - a. Words
 - b. Tone of voice
 - c. Pace (fast, anxious, tense, slow, angry)
 2. Non-verbal
 - a. Food
 - b. Clothing
 - c. Gestures
 - d. Touch
 - e. Eyes.
 - B. Students research & discuss communication theories.
 1. Listen to "Are you Listening", (audio-tape)
 - C. Students role play situations in which communications are important, yet ignored.
 1. Student silently act out scene of husband coming home from office after a bad day and wife doesn't notice.
 2. Students act out situation in which two women meet in grocery store and one is anxious to be on (cont.)

ESEA Title III - 59-70-0135-2 Project I-C-E

ome Interact Discipline Area Home Economics
 r Subject Personal & Family Relations
 Fam Intricate Problem Orientation Family Living Grade Advanced

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Students brainstorm on methods of communication.
 - 1. Verbal
 - a. Words
 - b. Tone of voice
 - c. Pace (fast, anxious, tense, slow, angry)
 - 2. Non-verbal
 - a. Food
 - b. Clothing
 - c. Gestures
 - d. Touch
 - e. Eyes.
 - B. Students research & discuss communication theories.
 - 1. Listen to "Are you Listening", (audio-tape)
 - C. Students role play situations in which communications are important, yet ignored.
 - 1. Student silently act out scene of husband coming home from office after a bad day and wife doesn't notice.
 - 2. Students act out situation in which two women meet in grocery store and one is anxious to be on (cont.)

- II. Outside Resource and Community Activities
- A. Minister or priest to talk about typical communication problems he sees in the couples he works with.
 - B. Social worker to talk about the importance of communication in marriage.
 - C. Speech teacher to talk about interpreting gestures, voice tones, voice pace, etc.

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u> "Psychology Today" (magazine)</p> <p><u>Audio-Visual:</u> "Are you Listening", (video-tape) J. C. Penny "And They Lived Happily Ever After", (film) Guidance Assoc.</p> <p><u>Community:</u> Local division of Family Services Minister Priest Social worker Speech teacher</p>	<p>I. (cont.) her way, but the other doe 3. Students act out situation daughter to have the car t consulting father & obviou</p> <p>D. Students act out the above si attention to communications. 1. Wife notices husband had a him his paper & leaves him 2. Women meet in grocery stor The other notices this & s but call at the end of the 3. Mother consults father abc have car.</p> <p>E. Students and teacher establis biological and family ecö syst 1. <u>Example Variety and Divers</u> Variety of plants in forest k variety of forms of communica the family strong and interes 2. <u>Interdependency and Depend</u> Food chain interdependent in Mother and child interdepende (Mother must appeal to child)child has the responsibility 3. <u>Change and Adaptability</u> Nature (evolution) is changin growth Underground family - members way they communicate Children increase vocabulary 4. <u>Pattern and Similarities</u> Nature follows patterns Family members & families fo in both form and content (fa Grocery store pattern - smal Wedding - don't give eulogy Audience - speak differently</p>

Continued and Additional Suggested Learning Experiences

(cont.)

her way, but the other doesn't see this.

3. Students act out situation in which mother allows daughter to have the car to go shopping without consulting father & obviously is perturbed.

D. Students act out the above situations paying careful attention to communications.

1. Wife notices husband had a bad day & quietly brings him his paper & leaves him alone for a while.
2. Women meet in grocery store and one is in a hurry. The other notices this & says she will quit talking but call at the end of the week.
3. Mother consults father about allowing daughter to have car.

E. Students and teacher establish parallels between biological and family ecosystem.

1. Example Variety and Diversity

Variety of plants in forest keeps forest strong and variety of forms of communication in the family keeps the family strong and interesting.

2. Interdependency and Dependency

Food chain; interdependent in nature

Mother and child interdependent in family

(Mother must appeal to child mentally, emotionally; child has the responsibility to listen and anticipate)

3. Change and Adaptability

Nature (evolution) is changing to survive life, death, growth

Underground family - members constantly must change the way they communicate

Children increase vocabulary and are expected to say more.

4. Pattern and Similarities

Nature follows patterns

Family members & families follow communication patterns in both form and content (facts, argumentation)

Grocery store pattern - small talk

Wedding - don't give eulogy

Audience - speak differently to child than adult

C - 2. All living organisms interact
 O among themselves and their environ-
 N
 C ment, forming an intricate unit
 E
 P
 T called an ecosystem.

Discipline Area Home Ec
 Subject Personal and
 Family
 Problem Orientation int
 shi
 em.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVICRAL OBJECTIVES

SUGGESTED LEARNING EXP

Cognitive: The student analyzes the family ecosystem and how it interrelates with other eccsystems.
Affective: The student believes in the importance of a balanced family ecosystem and its interrelationships with other ecosystems

Skills to be Learned
 Defining
 Relating
 Dramatic illustrations
 Verbal communications

- I. Student-Centered in class activity
- A. Define family ecosystem
 - 1. Greek origin of word eco-house
 - B. Write and act out plays showing typical inter-action in the family eco-system.
 - C. Relate family ecosystem to other ecosystem.
 - 1. Neighborhood
 - 2. Urban
 - 3. Rural
 - 4. Country
 - 5. Culture
 - D. Tape (audio) a hypothetical example of an after-the-fact interview with members of families of a national disaster and how it affects the many ecosystems.
 - 1. North Dakota floods
 - 2. Hurricanes
 - 3. Pandemic disease
 - E. Define needs (individual family)
 - 1. Make bulletin board showing typical family needs
- (cont.)

II. Outs
 Commu
 A. Gu
 ser
 far
 B. Gu
 plant
 com
 Place
 sys
 res

Ec anisms interact Discipline Area Home Economics
 on and their environ- Subject Personal and family relations
 Fam intricate unit Problem Orientation Family interrelation- Grade Advanced
 shi em. ship

EXP IVES | SUGGESTED LEARNING EXPERIENCES.

<p>uts mmu Gu se fa Gu pl co Pl sys res</p>	<p>I. Student-Centered in class activity</p> <p>A. Define family ecosystem</p> <ol style="list-style-type: none"> 1. Greek origin of word eco-house <p>B. Write and act out plays showing typical interaction in the family ecosystem.</p> <p>C. Relate family ecosystem to other ecosystem.</p> <ol style="list-style-type: none"> 1. Neighborhood 2. Urban 3. Rural 4. Country 5. Culture <p>D. Tape (audio) a hypothetical example of an after-the-fact interview with members of families of a national disaster and how it affects the many ecosystems.</p> <ol style="list-style-type: none"> 1. North Dakota floods 2. Hurricanes 3. Pandemic disease <p>E. Define needs (individual family)</p> <ol style="list-style-type: none"> 1. Make bulletin board showing typical family needs <p style="text-align: right;">(cont.)</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Guest speaker from social services to speak on different family speakers.</p> <p>B. Guest speaker from community planning. Speak on specific community interactions. Ex., Placement of a major highway system and how it affects residents.</p>
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Resource and Reference Materials

Publications:

Married Life, Riker and Brisbane,
I-C-E RMC
"Life" magazine, May, 1972 on
50-50 contract
"Life" magazine, Communes
"Open Marriage," Psychology Today

Audio-Visual:

"This Charming Couple," BAVI
"Families," BAVI, 7898, \$4.75

Community:

Social Services Dept.
Community Planning Commission

Continued and Additional Suggested

I. (cont.)

- F. Relate individual and family of the ecosystem.
1. Situational puppet shows. welfare and how it affects
- G. Investigate various types of
1. Monogamy
 2. Polygamy
 3. Matriarchial
 4. Patriarchial
 5. Polyandry
 6. Open contract
 7. Communes
 8. Extended
 9. Nuclear

H. Trace family tree to discover

Continued and Additional Suggested Learning Experiences

I. (cont.)

- F. Relate individual and family needs to the functioning of the ecosystem.
 - 1. Situational puppet shows. Ex., family goes on welfare and how it affects neighborhood ecosystem.
- G. Investigate various types of family structures
 - 1. Monogamy
 - 2. Polygamy
 - 3. Matriarchial
 - 4. Patriarchial
 - 5. Polyandry
 - 6. Open contract
 - 7. Communes
 - 8. Extended
 - 9. Nuclear
- H. Trace family tree to discover community interactions

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N- C E P T	4. An adequate supply of pure water	Discipline Area	Home
	is essential for life.	Subject	Human
		Problem Orientation	Child
			Development

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

Cognitive: The student will analyze the role of adequate supply of pure water plays in human growth and child development.

Affective: The student will accept the responsibility to help conserve pure water as an essential natural resource for human growth and child development.

Skills to be Learned

- Listing
- Dramatics
- Discussion
- Computations

- I. Student-Centered in class activity
 - A. Students role play situations.
 1. Life and dirty water (polluted)
 2. Life and lack of water (drought)
 3. Life and water destruction (flood)
 - B. Students list or make bulletin board listing water uses essential for living (examples - bathing, drinking, food preparation, maintain body functions, leisure, etc.).
 - C. Students calculate how much water a typical family of 4 need for a day.
 - D. Students record how much pure water their own family uses in one day (washing machine, food preparation, hygiene).
 - E. Students view & discuss film, "City Water Supply" to understand water sources & problems
 - F. Local speaker to talk on local water source and local water pollution problems (cont.)

Resource and Reference Materials
Publications:

Wanted for Murder: Water Pollution
Poster, I-C-E RMC

So You're Going to the Beach,
I-C-E RMC

Clean Water - It's Up to You,
I-C-E RMC

What You Can Do About Water
Pollution, 1971, 7700-C88
Free Consumer Product Information
P.O. Box 1205
Arlington, Va. 22210

Water Pollution and You, Wisconsin
University County Extension

Audio-Visual:

Water Around Us, 2903, BAVI

City Water Supply, 0433 BAVI

Water for Farm & City, 4816, BAVI

Kit 12 - Ecology: Water Pollution,
I-C-E RMC

Community:

Continued and Additional Suggestions

I. (cont.)

and/or local dietician or nurse
water in relation to health.

G. Students write proverbs, definitions
say or illustrate cartoons on
water and combat the water pollution

Materials	Continued and Additional Suggested Learning Experiences
<p> <u>llution</u> h, u, rmation sconsin n I , BAVI <u>llution,</u> </p>	<p> I. (cont.) and/or local dietician or nurse to talk on pure water in relation to health. G. Students write proverbs, daffynishions, Confuscious say or illustrate cartoons on ways to conserve pure water and combat the water pollution problem. </p>

C 5. An adequate supply of clean air
 O is essential because most organisms Discipline Area Home Econom
 N depend on oxygen, through respiration, Subject Human Growth
 C to release the energy in their Problem Orientation Family
 E food.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
<u>Cognitive: Analyzes effects of adequate supply of clean air on health of family members.</u>	I. Student-Centered in class activity	II. Out
<u>Affective: Assume responsibilities for controlling air pollution.</u>	A. Buzz groups to identify air pollutants.	Com A.
<u>Skills to be Learned</u> Finding substitutes for products or practices that pollute air. Practice methods of clean air control.	1. List on board	
Writing Collecting Interviewing Reading Discussing	B. Read variety of references to identify respiratory problems precipitated by air pollution. "Farmer in the Dell" method of class reporting.	B.
	C. Experiment, using gelatin and petri dishes to identify effects of air pollution.	C.
	1. Report findings on charts.	
	D. Panel discussion, Relationship of air pollution to quality of life.	
	E. Interview knowledgeable persons, read variety of references and list practices contributing to control of air pollution.	
	F. Collect cartoons related to objectives; discuss. Students participate in (Con't)	

supply of clean air

use most organisms Discipline Area Home Economics

through respiration, Subject Human Growth and Development

ergy in their Problem Orientation Family Health Grade Adv/Level

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
A. Effects of clean air pollution	I. Student-Centered in class activity A. Buzz groups to identify air pollutants. 1. List on board B. Read variety of references to identify respiratory problems precipitated by air pollution. "Farmer in the Dell" method of class reporting. C. Experiment, using gelatin and petri dishes to identify effects of air pollution. 1. Report findings on charts. D. Panel discussion, Relationship of air pollution to quality of life. E. Interview knowledgeable persons, read variety of references and list practices contributing to control of air pollution. F. Collect cartoons related to objectives; discuss. Students participate in (Con't)	II. Outside Resource and Community Activities A. Guest speaker: representative from Wis. Public Service "Total Comfort Control," concerning air purification in the home. B. Guest speaker: U.W. Extension Agricultural Agent to discuss relationship of clean air to growth. C. Field trips to industries practicing satisfactory and poor air control.
B. Responsibility for clean air		
C. Clean air		

Resource and Reference Materials	Continued and Additional Suggested Learning
<p><u>Publications:</u> <u>Shadows Over the Land, Good Housekeeping, March, 1972</u> J.J. McCoy <u>Air Pollution and You, Circular 676, April, 1971, UW. Ext. John Quigley</u> <u>Household Equipment, Peet, Pickett, Arnold, Wolf, Wiley and Sons, 1970</u> <u>Pollution: What Extension Can Do About It</u> <u>Take Three Giant Steps to Clean Air, Environmental Health Service, USDHEW, 1969</u> <u>Clean Air for Your Community, Environmental Health Service, USDHEW, 1969</u></p> <p><u>Audio-Visual:</u> <u>Filmstrips:</u> <u>Environmental Crisis-What the Individual Can Do, Man and His Environment, I-C-E RMC</u> <u>Films: Poisoned Air 6576-6777</u> <u>BAVI, Air Pollution 0678 BAVI</u> <u>Man's Impact on His Environment 2996. BAVI</u> <u>Smog-simulation Game,, I-C-E RMC</u> <u>Community:</u> <u>Write to members of the industrial community about curbing pollution. Ext. Service USDA</u></p>	<p>(Con't from I.) <u>in Smog: The Air Pollution Game, Urban Sy</u> G. <u>Write an analysis of effects of air po</u> <u>health of family members. Discuss wri</u> <u>write class article for school newspap</u></p> <p>Collect newspaper articles citing prob pollution, ie, case examples of killer Los Angles Identify problems relating to air poll Identify industrial polluters after t trip. Identify home equipment and practices to supply of clean air.</p>

Materials	Continued and Additional Suggested Learning Experiences
<p>ood 2 ircular t. John c, iley and n Can o Clean n Service, nity, vice, -6777 BAVI onment ut ervice</p>	<p>(Con't from I.) in <u>Smog: The Air Pollution Game</u>, Urban Systems, Game 1. G. Write an analysis of effects of air pollution on health of family members. Discuss written analysis; write class article for school newspaper. Collect newspaper articles citing problems of air pollution, ie, case examples of killer smog in Los Angeles Identify problems relating to air pollution. Identify industrial polluters after taking field trip. Identify home equipment and practices that contribute to supply of clean air.</p>

ESEA Title III - 59-70-0135-2 Project I-C-E

C 7. Factors such as facilitating
 O
 N transportation, economic conditions, Discipline Area Home Economic
 C
 E population growth, and increased Subject Management
 P
 T leisure time have a great influence Problem Orientation Noise Pollution
on changes in land use and centers In The Home
of population density.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Comprehends the role transportation, economic conditions, population growth and increased leisure time play on population density and consequent noise pollution.</p> <p><u>Affective:</u> Accepts responsibility for decreasing personal noise pollution.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students spend a class period outside and write down various noises they hear.</p> <p>B. Add to list other common noises.</p> <p>C. Classify noises (transportation, economic, industrial, population density, leisure)</p> <p>D. Students role play ways the family could lessen noise in everyday living (ex. family house on busy street with many loud, fast cars, family calls police to set up speed trap)</p> <p>E. Students write essay on their responsibility for lowering pollution.</p>	<p>II. Out of class</p> <p>Com</p> <p>A.</p> <p>B.</p> <p>C.</p>
<p><u>Skills to be Learned</u></p> <p>Observing</p> <p>Classifying</p> <p>Role playing</p>		

such as facilitating

economic conditions,

Discipline Area Home Economics

growth, and increased

Subject

Management of Personal & Fam. Resource

have a great influence

Problem Orientation Noise Pollution Grade Adv.

land use and centers

In The Home

density.

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

Understands the

I. Student-Centered in class activity

II. Outside Resource and Community Activities

relation, economic

A. Students spend a class period outside and write down various noises they hear.

A. Environmental specialist
George Howlett Project
I-C-E. Methods of control.

A. Relation

used leisure

relation

requent

B.

B. Add to list other common noises.

B. Industrialist-methods used in industry to control noise.

ts

C. Classify noises (transportation, economic, industrial, population density, leisure)

C. Housewife-show noise effects on her family.

C. or

nal noise

urned

D. Students role play ways the family could lessen noise in everyday living (ex. family house on busy street with many loud, fast cars, family calls police to set up speed trap)

E. Students write essay on their responsibility for lowering pollution.

Resource and Reference Materials	Continued and Additional Suggeste
<p><u>Publications:</u> <u>Noise Pollution and You, Sounds & Silence</u>, Wis. County Extension Agent, Environmental Science Center, 5400 Glenwood Avenue, Golden Valley, Minnesota or CESA 9 Project I-C-E</p> <p><u>Audio-Visual:</u> <u>Film: Don't Crowd Me</u>, BAVI #7628 \$6.00 <u>Quest for Quiet</u>, Public Relations dept. Air Condition- ing-Refrigeration Institute 1815 North, Fort Meyer Dr., Arlington, Va. 22209</p> <p><u>Community:</u></p>	<p>3</p>

Materials | Continued and Additional Suggested Learning Experiences

County
mental
wood
Minnesota

3

ion-
ce

ESEA Title III - 59-70-0135-2 Project I-C-E

C 2. All living organisms interact
 O among themselves and their Discipline Area Home Economics
 N environment, forming an intricate Subject Human Growth a
 C unit called an ecosystem. Problem Orientation Mental Hea

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIEN	
<p>Cognitive: Analyzes effects of family interaction on mental health of family members.</p> <p>Affective: Values types of family interaction that contribute to mental health of members.</p>	<p>I. Student-Centered in class activity</p> <p>A. Buzz session to identify types of family interactions which affect mental health.</p> <p>B. Dramatize and/or role play various family situations. Analyze possible effects of actions and behavior on mental well-being of all family members involved. Ex. Father unemployed-reduced family income-reactions from neighbors.</p> <p>C. Discuss influence of various types of family relationships on mental well-being of family members after reading case studies.</p> <p>D. Use "two-seater" experience to attempt to have students understand what it feels like to be in another person's place and/or acquire empathy for a another person. (Con't)</p>	<p>II. Outsid</p> <p>Commun</p> <p>Field t</p> <p>speaker</p> <p>Service</p> <p>Hospita</p> <p>"How th</p> <p>mental</p>
<p><u>Skills to be Learned</u></p> <p>Communication between family members</p> <p>Identification of problem areas in the family</p> <p>Self analysis</p> <p>Dramatization</p> <p>Discussion</p> <p>Graphic illustration</p>		<p>n</p> <p>w</p> <p>l</p> <p>i</p>

organisms interact

ives and their

Discipline Area Home Economics

forming an intricate

Subject Human Growth and Development

n ecosystem.

Problem Orientation Mental Health Grade Adv.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
es effects tion on family types of n that tal tal	I. Student-Centered in class activity A. Buzz session to identify types of family interactions which affect mental health. B. Dramatize and/or role play various family situations. Analyze possible effects of actions and behavior on mental well-being of all family members involved. Ex. Father unemployed-reduced family income-reactions from neighbors. C. Discuss influence of various types of family relationships on mental well-being of family members after reading case studies. D. Use "two-seater" experience to attempt to have students understand what it feels like to be in another person's place and/or acquire empathy for a another person. (Con't)	II. Outside Resource and Community Activities Field trip and/or guest speaker from Community Service Center and County Hospital to speak on topic "How the family affects mental health"
ned ween problem ly ion		

Resource and Reference Materials	Continued and Additional Suggested I
<p><u>Publications:</u> <u>Power of Positive Thinking,</u> <u>Dr. Norman Vincent Peale</u> <u>Psychology Today, Magazine</u> <u>Married Life, Riker & Bisbane</u> (good reference for case studies)</p>	<p>(Con't from I.) Example for D: Place two chairs out sit in one chair and weigh one side then switch chairs and explore other E. List factors that contribute to a health, such as physical health, sel of others in life, etc.</p>
<p><u>Audio-Visual:</u> BAVI 7528 <u>Don't Crowd Me</u> BAVI 7256 <u>Mature is for People</u> BAVI 2725 <u>Mental Health</u></p>	<p>1. Relate personal behavior patterns mental health a. Define behavior patterns: 1. Pessimistic 3. Ectomorph 5 2. Optomistic 4. Endomorph 2. Analyze how own behavior patterns mental well-being or the mental heal F. Identify personal and family valu relate to personal mental health, ex to maintain good mental health. Need maintain good mental health. G. Develop scrap book and/or bulleti goals that would enhance good mental related values used in obtaining goa Example:</p>
<p><u>Community:</u></p>	<p style="text-align: center;"><u>Values</u></p> <p>Education Coll Status Pict Money with Social prestige</p>

Materials	Continued and Additional Suggested Learning Experiences										
<p>g, e pane studies) people</p>	<p>(Con't from I.) Example for D: Place two chairs out. Have one student sit in one chair and weigh one side of decision and then switch chairs and explore other side of decision. E. List factors that contribute to and/or affect mental health, such as physical health, self concept, significance of others in life, etc.</p> <p>1. Relate personal behavior patterns to factors affecting mental health a. Define behavior patterns: 1. Pessimistic 3. Ectomorph 5. Messomorph 2. Optimistic 4. Endomorph</p> <p>2. Analyze how own behavior patterns affect individual mental well-being or the mental health of others. F. Identify personal and family values and goals as they relate to personal mental health, ex: Need for recreation to maintain good mental health. Need for social life to maintain good mental health. G. Develop scrap book and/or bulletin board illustrating goals that would enhance good mental health. Write related values used in obtaining goals. Example:</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>Values</u></th> <th style="text-align: center;"><u>Goals</u></th> </tr> </thead> <tbody> <tr> <td>Education</td> <td>College degree</td> </tr> <tr> <td>Status</td> <td>Picture of man or woman</td> </tr> <tr> <td>Money</td> <td>with cap & gown and diploma.</td> </tr> <tr> <td>Social prestige</td> <td></td> </tr> </tbody> </table>	<u>Values</u>	<u>Goals</u>	Education	College degree	Status	Picture of man or woman	Money	with cap & gown and diploma.	Social prestige	
<u>Values</u>	<u>Goals</u>										
Education	College degree										
Status	Picture of man or woman										
Money	with cap & gown and diploma.										
Social prestige											

C 8. Cultural, economic, social,
 O and political factors determine Discipline Area Home Economics
 N status of man's values and attitudes Subject Personal & Family
 C toward his environment. Problem Orientation Family Values

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Analyzes influences of cultural, social, and political factors on family's values and attitudes toward the environment.</p> <p><u>Affective:</u> Appreciate factors that determine man's values and attitudes toward the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students define values</p> <p>B. Students list cultural, economic, political, and social factors that could determine values. ex. Living in Russia</p> <p>C. Students research newspapers for articles concerned with environment and values. Ex: Editorials, features, correspondents, Ray Pagel (Green Bay Press Gazette)</p> <p>D. Interview people in the community on their environmental values. Sample questions:</p> <ol style="list-style-type: none"> 1. Is clean water important to you? 2. Are you affiliated with any environmental organization? 3. Have you written to your congressman, DNR, etc. about cleaning up the water? <p>(Con't)</p>	<p>II. Outside Community</p> <p>A. Local representatives on community relations</p>
<p><u>Skills to be Learned</u></p> <p>Interviewing</p> <p>Identifying values</p> <p>Writing</p> <p>Researching</p> <p>Recording</p> <p>Debating</p> <p>Sentence completion</p>		

c, social,

s determine

Discipline Area Home Economics

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Subject

Personal & Family Relations

Valu
nt.

Problem Orientation Family Values

Grade Adv.

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students define values
- B. Students list cultural, economic, political, and social factors that could determine values. ex. Living in Russia
- C. Students research newspapers for articles concerned with environment and values. Ex: Editorials, features, correspondents, Ray Pagel (Green Bay Press Gazette)
- D. Interview people in the community on their environmental values. Sample questions:
 1. Is clean water important to you?
 2. Are you affiliated with any environmental organization?
 3. Have you written to your congressman, DNR, etc. about cleaning up the water?

(Con't)

II. Outside Resource and Community Activities

- A. Local newspaper reporter to speak on environmental concerns in the community in the last two years.

Selected Materials	Continued and Additional Suggested Learning Experiences
Materials Environmental Extension Safety Quarterly Handbook, That Associates BAVI BAVI Guidance "Family" BAVI rces inority nment.	(Con't from I.) 4. Could you name two ways you have helped save household water? 5. Do you think it is advantageous to use organic foods? 6. How have environmental problems changed your style of living? E. Record likes and dislikes for one week and/or rate twenty favorite activities and analyze these lists in terms of values (example: likes to ski=values health) F. View and listen to the "Our Values" series. G. List individual value hierarchy (from the list in E. above put the most important values at the top and the less important at the bottom) H. Write an essay on how individual values have changed from two years ago to the present and what influenced these changes. I. Students use puppet plays of young married couples spending money and identify related values and classify as economics, cultural, political, and social. Ex. A young couple buying a flashy new car could be trying to improve their social status. J. Students debate personal values vs. environmental values, ex. Should people buy a cheap high phosphate detergent or a more expensive low phosphate detergent? K. Students circularly respond to sentence completion problems on the environment. Garbage is.....A lake Over Population can.....Paper mills Smog could.....Having children Sunshine.....Country is Families.....

C 11. Individual acts, duplicated
 O or compounded, produce significant Discipline Area Home E
 N environmental alterations over time. Subject Human
 C _____ Problem Orientation Fam
 E
 P
 T

FSEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Analyzes relationship of individual acts related to family planning & environmental alterations.</p> <p><u>Affective:</u> Forms a judgment concerning responsibility of determining family size.</p> <p><u>Skills to be Learned</u> Identifies outside agencies and resources that might help family. Draws conclusions Supports opinions Interviewing techniques Critical thinking</p>	<p>I. Student-Centered in class activity</p> <p>A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.</p> <p>B. Discuss environmental alterations as affected by overpopulation.</p> <p>C. View & discuss film "Family Planning" in terms of effects on family life.</p> <p>D. List factors to be considered in family planning</p> <ol style="list-style-type: none"> 1. Economic 2. Social 3. Environmental <p>E. Dramatize mock court case on future family size.</p> <p>F. Identify position on continuum related to family size.</p> <p>(Con't)</p>

e, duplicated

Discipline Area Home Economics
Subject Human Growth & Development
Problem Orientation Family Planning Grade Adv.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Individual al ment ity size.	<p>I. Student-Centered in class activity</p> <p>A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.</p> <p>B. Discuss environmental alterations as affected by overpopulation.</p> <p>C. View & discuss film "Family Planning" in terms of effects on family life.</p> <p>D. List factors to be considered in family planning</p> <ol style="list-style-type: none">1. Economic2. Social3. Environmental <p>E. Dramatize mock court case on future family size.</p> <p>F. Identify position on continuum related to family size.</p> <p>(Con't)</p>	<p>II. Outside Resource and Community Activities</p> <p>Guest speakers:</p> <p>A. Family service counselor and/or Children's Service Society to speak on effect of family planning on family life.</p> <p>B. Zero population growth member and/or Planned Parenthood Ass. member to speak on the effect of over-population on the environment.</p> <p>C. School nurse, public health nurse or local doctor to speak on the effect of family planning on health of child and mother.</p>

Resource and Reference Materials

Publications:

On The Beach, Public library
Population Bomb, Paul Erlich
Brave New World, Audous Huxley
1984 George Orwell

Audio-Visual:

Family Planning, BAVI project
I-C-E RMC
The Committee, (abortion)
Diocesan Education Office
1581 BAVI Population Patterns
in US
6937 BAVI Population Problems
in U.S.A. Seeds of Change
6947 BAVI Starving Room Only
0335 BAVI Challenge to Mankind
Penny's Series on Values
Population Statistics Project
I-C-E RMC
Population Friends, Project
I-C-E RMC
Human Ecology, Project
I-C-E PMC

Community:

Visit local family planning
clinic

Continued and Additional Suggested Le

(Con't from I.)

1. "Ellie Eliminate" "ZPG" "CL"
Completely eliminate Rep
reproduction we
- G. Conduct opinion poll of students,
graduates concerning family planni
Sample questions:
1. How many children in your opini
family size?
2. Do you see a relationship betwe
the environment? If so, what?
3. Do you see a need for family pl
- H. Research effects of spacing childr
& social health of children, of mo
attention, etc.
- I. Panel discussion: Abortion as a me
control versus therapeutic aborti
- J. Write an essay on individual's res
environmental alterations taking i
the above concepts developed.
- K. Discuss effects of family planning

2

Continued and Additional Suggested Learning Experiences

(Don't from I.)

- | | | |
|-----------------------------------|-------|-----------------------------------|
| "Clie Eliminate" | "ZPG" | "Cleo Clone" |
| Completely eliminate reproduction | | Reproduce everything we now have. |
- Conduct opinion poll of students, young marrieds, recent graduates concerning family planning.
- Sample questions:
1. How many children in your opinion make up the ideal family size?
 2. Do you see a relationship between family size & the environment? If so, what?
 3. Do you see a need for family planning in India? USA?
- Research effects of spacing children, ie, physical & social health of children, of mother, need for attention, etc.
- Panel discussion: Abortion as a means of population control versus therapeutic abortion.
- Write an essay on individual's responsibility for possible environmental alterations taking into considerations the above concepts developed.
- Discuss effects of family planning on environment.

C 9. Man has the ability to manage,
 O manipulate, and change his
 N environment.
 C _____
 E _____
 P _____
 T _____

Discipline Area _____
 Subject _____
 Problem Orientation _____

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Applies principles of safety and first aid to manage, manipulate and/or change the family or home environment.
Affective: Complies with principles of safety and first aid to manage, manipulate and/or change the family or home environment.

- Skills to be Learned
 First aid techniques
 Dramatization
 Observation
 Graphic illustration
 Research
 Listening

SUGGESTED LEARNING ACTIVITIES

- I. Student-Centered in class activity
 - A. Students look around home, Home Ec. area, school or on way to school for safety hazards.
 - B. Students compile safety hazard list and arrange on flannel board or tagboard.
 - C. Students design posters illustrating safety slogans for school safety campaign. (Ex.-Water skiing is fun but not in the school hallway. Picture of student or child slipping on floor--put near bubbler).
 - D. Pretest--using two sets of index cards--one set with injury; the second set with the treatment. Pass both sets out to class each student receiving one card. Students match treatment with injury.
 - E. Have local fire dept. personnel give presentation on basic safety and first aid techniques.
 - F. Students research & practice first aid techniques on each other. (Cont. on back)

H manage, _____

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Safety Grade Beginning

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students look around home, Home Ec. area, school or on way to school for safety hazards.
- B. Students compile safety hazard list and arrange on flannel board or tagboard.
- C. Students design posters illustrating safety slogans for school safety campaign. (Ex.-Water skiing is fun but not in the school hallway. Picture of student or child slipping on floor--put near bubbler).
- D. Pretest--using two sets of index cards--one set with injury; the second set with the treatment. Pass both sets out to class each student receiving one card. Students match treatment with injury.
- E. Have local fire dept. personnel give presentation on basic safety and first aid techniques.
- F. Students research & practice first aid techniques on each other. (Cont. on back)

II. Outside Resource and Community Activities

- A. Speakers such as public health nurse, school nurse, Phy. Ed. teacher, Red Cross or first aid instructors, or fire department.
- B. Students volunteer to advocate safety principles. (Hammy student to put on skit such as carnival caller stressing safety principles.)

Resource and Reference Materials
Publications:

First Aid for the Family, Metro-
politan Life Insurance Company.

Sidewalk Vehicles, National
Safety Council.

Playground Apparatus, National
Safety Council.

Beware the Hazard You Can't See,
National Safety Council.

Health Education Curriculum Guide,
I-C-E RMC.

Audio-Visual:

Stitch in Time (film), Sears,
Roebuck Foundation, c/o Film Library
New York State College of Agricul-
ture, Cornell Univ., New York.

Incredible Journey, Sinclair Oil
Co., c/o Cornell University

A Word to the Wise, Federal Mutual
Fire Insurance Co., (same address
as above).

Community:

Continued and Additional Suggested

I. (Cont.)

G. Role-play child care situat
accidents. Perform proper fi

*how accident could have bee

H. Post-test - using index card

Added Publication:

First Aid, Johnson & Johnson C

sted els	Continued and Additional Suggested Learning Experiences
tuat er f e bee card	<p>I. (Cont.)</p> <p>G. Role-play child care situations involving accidents. Perform proper first aid. Indicate how accident could have been avoided.</p> <p>H. Post-test - using index cards as before.</p>
e, son C ide,	<p>Added Publication: <u>First Aid, Johnson & Johnson Co., 1965</u></p>
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il	
tual s	

ESEA Title III - 59-70-0135-2 Project I-C-E

C 6. Natural resources are not equally
 C distributed over the earth or over
 C time and greatly affect the geographic
 P conditions and quality of life.

Discipline Area Home Ec
 Subject Human G
 Problem Orientation Child

BEHAVIGRAL OBJECTIVES	SUGGESTED LEARNING EXPE	
<p><u>Cognitive:</u> Comprehends the effect that resources have on child rearing practices in different areas of the world.</p> <p><u>Affective:</u> Appreciates the effect resources have on child rearing practices in different areas of the world.</p>	I. Student-Centered in class activity	II.
<p><u>Skills to be Learned</u></p> <ul style="list-style-type: none"> Researching Reporting Classifying Discussing Story building 	<p>A. Student groups research and report on child rearing practices of different groups of people in the world and relate the effect the resources available have on work or what children do during the day. Ex.-toys, animals, work to be done.</p> <p>B. Students classify and discuss groups such as matriarchial, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.</p> <p>C. Student story building Teacher tells of a five year old boy who hits his four year old sister because she is playing with his truck. Each student then takes an ethnic group or pattern of child rearing and explains what would happen in this situation.</p> <p>D. Invite speaker from Local Division of Family Services to speak to students. Topic: The role social, ethnic or economic conditions have on child rearing practices.</p>	

Ec ually Discipline Area Home Economics
 in C er Subject Human Growth and Development
 Child graphic Problem Orientation Child Develop-Grade Intermediate
ment

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class
 activity
 Student groups research and report on child rearing practices of different groups of people in the world and relate the effect the resources available have on work or what children do during the day.
 Ex.-toys, animals, work to be done.
 Students classify and discuss groups such as matriarchial, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.
 Student story building
 Teacher tells of a five year old boy who hits his four year old sister because she is playing with his truck. Each student then takes an ethnic group or pattern of child rearing and explains what would happen in this situation.
 Invite speaker from Local Division of Family Services to speak to students.
 Topic: The role social, ethnic or economic conditions have on child rearing practices.

II. Outside Resource and Community Activities
 A. Representative from Division of Family Services to speak on the role social, ethnic or economic conditions play in child rearing practices.

Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u> <u>The Developing Child</u> text, Brisbane <u>Childhood and Society</u> text, Erik Erikson <u>Dibs</u>, local library <u>One Little Boy</u>, local library <u>The Story of Sandy</u>, local library</p> <p><u>Audio-Visual:</u> BAVI 3384 "Children of Germany" BAVI 0390 "Children of Japan" BAVI 0391 "Children of Russia" BAVI 0393 "Children of the Alps" BAVI 0388 "Children of China" "Bathing Babies in Three Cultures", Univ. of Illinois, Univ. Extension, Champaign, Illincis.</p> <p><u>Community:</u> Day care supervisor Local immigrants or those with a strong ethnic background</p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>Brisbane</p> <p>Library</p> <p>Germany"</p> <p>Japan"</p> <p>Russia"</p> <p>Alps"</p> <p>India"</p> <p>Cultures",</p> <p>Extension,</p> <p>with a</p>	

ESEA Title III - 59-70-0135-2 Project I-C-E

C 3. Environmental factors are limiting
 O on the numbers of organisms living
 C within their influence, thus, each
 P environment has a carrying capacity.

Discipline Area Home Eco
 Subject Personal
 Problem Orientation Child

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Analyzes the effects family's carrying capacity has on child's total development (physical, social, intellectual, and emotional.)</p> <p><u>Affective:</u> Weighs alternatives related to the effect of carrying capacity on child development and family relationships.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual and emotional.)</p> <p>B. Teacher interviews small groups of students who define in their own words the following terms:</p> <ol style="list-style-type: none"> 1. carrying capacity 2. types of behavior 3. types of growth <p>and/or students play charades illustrating types of behavior, types of growth, and carrying capacity.</p> <p>C. Students view films on cultural familial influence on child development (see resource list).</p> <p>D. Students write a letter from the standpoint of a teenager growing up in an environment of his or her choice showing the environmental factors affecting his family life and his future.</p> <ol style="list-style-type: none"> 1. write in first person & use cultural facts researching from many sources.
<p><u>Skills to be Learned</u></p> <p>Writing</p> <p>Defining</p> <p>Graphic illustrations</p> <p>Non-verbal skills</p>	

Resource and Reference Materials

Continued and Additional Suggested Learning

Publications:

Population Bomb, Paul Erhlich
Childhood in Society, Erik Erikson
It's A Good Life For All People,
USDA, 1971 Yearbook of Agriculture.
"Parent's Magazine", The Developing
Child, Holly E. Brisbane.

Audio-Visual:

BAVI

"Food, Clothing, and Shelter in
Three Environments"

"Standing Room Only"

"Children's Emotions"

"Preface to Life"

"Children of Switzerland"

"Children of the Alps"

"Children of Japan"

"Children of Fogo Island"

"Children of Germany"

Community:

AFS student

Social Studies teacher

local or county social services

public health nurse

ear

Continued and Additional Suggested Learning Experiences

C 8. Cultural, economic, social, and
 O political factors determine status
 N of man's values and attitudes
 C toward his environment.
 E
 P
 T

Discipline Area Home Economics
 Subject Human Growth
 Problem Orientation Social Development of

BEHAVIORAL OBJECTIVES

Cognitive: Analyzes environmental factors that influence a child's social development.
Affective: Appreciates the role of the environment in social development.

Skills to be Learned
 Observation
 Making games
 Interviewing

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Students define social behavior.
 1. List types of social behavior on board.
 2. List environmental factors and discuss how they affect social behavior. (Ex.- flood-social interaction of people working together to clean up.)
 - B. Students create children's games to enhance social interaction (games like duck-duck-goose, lion hunt).
 - C. Students demonstrate and revise games in class.
 - D. Class develops an observation sheet for analyzing social behavior in children.
 - E. Pairs of students go out in community and observe and report on children's social behavior (playground, grocery store, etc.)
 - F. Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or

- II. Out-of-Classroom
- A. Visit...
 - B. Visit...
 - C. Interview...

(Cont. on back)

ESEA Title III - 59-70-0135-2 Project I-C-E

nd _____ Discipline Area Home Economics
 owt _____ Subject Human Growth and Development
 of _____ Problem Orientation Social Grade Advanced
 _____ Development of Children

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class
 civility
 Students define social behavior.
 1. List types of social behavior on board.
 2. List environmental factors and discuss how they affect social behavior. (Ex.- flood-social interaction of people working together to clean up.)
 Students create children's games to enhance social interaction (games like duck-duck-goose, lion hunt).
 Students demonstrate and revise games in class.
 Class develops an observation sheet for analyzing social behavior in children.
 Pairs of students go out in community and observe and report on children's social behavior (playground, grocery store, etc.)
 Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or
 (Cont. on back)

II. Outside Resource and Community Activities
 A. Visit day nursery to observe social behavior.
 B. Visit Head Start Program; observe social behavior.
 C. Interview neighborhood mothers on the effects of her child's association with peers.
 1. Is your child hungry after playing with friends all day?
 2. Does your child play harder when he is with others than when he is alone?

Resource and Reference Materials
Publications:

Play, Penneys
Guide to Play and Playthings,
FAO Children's World
Parent's Guide, Fisher-Price Toys
Press-Gazette articles on child
abuse Sunday, July 2, July 3, etc.
(1972)

Audio-Visual:

"Children Without", BAVI
"The Time of Growing", Metropolitan
Life
Hal Turner Learning Basic Skills
Thru Music (album).

Community:

Continued and Additional Suggested

I. Cont.

F. (Cont.)

make up stories relating social
from observing pictures of children

G. Children come to school for
students observe social behavior
the interaction games they make

H. Panel discussion with different
responsible for different types of
behavior (shyness, boisterous
attention-seeking, etc.)

Continued and Additional Suggested Learning Experiences

I. Cont.

F. (Cont.)

make up stories relating social interaction from observing pictures of children.

G. Children come to school for one day and students observe social behavior and use the interaction games they made up.

H. Panel discussion with different students responsible for different types of social behavior (shyness, boisterous, loving, attention-seeking, etc.)

C 12. Private ownership must be re-
 O garded as a stewardship and should
 N not encroach upon or violate the
 C individual right of others.

Discipline Area Home Economi
 Subject Human Growth
 Problem Orientation Managing
Nursery Sc

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Applies principles of operating a day care center to promote growth of individual children.
Affective: Assumes responsibility for children put in students' charge during nursery school.

Skills to be Learned
 Planning
 Evaluating
 Rapport with children
 Children's games and songs

SUGGESTED LEARNING EXPERIENCES

- | I. Student-Centered in class activity | II. Out Comm |
|--|--|
| <p>A. Students brainstorm to identify what might be state regulations to operate a day care center (sample questions):</p> <ol style="list-style-type: none"> If you were to open a day care center, what types of non-curriculum related details would you have to attend to? List on board. <ol style="list-style-type: none"> Student-teacher ratio License Square feet per child Evacuation route Building inspection by fire department If possible make one copy of state requirements book available to each student. Consult requirement book to check list on board-- delete and add as necessary. <p>B. Invite speaker in to speak to students about regulations regarding day care centers & typical activities for children or visit a day care center to see one in action.</p> <p>C. Students participate in games, songs, and finger plays (Cont.)</p> | <p>A. L
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B. L
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must be re- Discipline Area Home Economics
 and should Subject Human Growth & Development
 plate the Problem Orientation Managing a Grade Advanced
Nursery School
 ers.

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity**
- A. Students brainstorm to identify what might be state regulations to operate a day care center (sample questions):**
1. If you were to open a day care center, what types of non-curriculum related details would you have to attend to? List on board.
 - a) Student-teacher ratio
 - b) License
 - c) Square feet per child
 - d) Evacuation route
 - e) Building inspection by fire department
 2. If possible make one copy of state requirements book available to each student.
 3. Consult requirement book to check list on board-- delete and add as necessary.
- B. Invite speaker in to speak to students about regulations regarding day care centers & typical activities for children or visit a day care center to see one in action.**
- C. Students participate in games, songs, and finger plays (Cont.)**

- II. Outside Resource and Community Activities**
- A. Local day care supervisor or Head Start supervisor speak on regulations on operating day care centers.**
- B. Local child development specialist to speak on typical day care operation.**

Resource and Reference Materials

Publications:

State Barhere Requirements, Division of Family Services, Courthouse

Audio-Visual:

"Setting the Stage for Learning,"
BAVI

"Teaching the 3's, 4's, & 5's,"
Visual Aids Service, Division E
of Univ. Ext., Champaign, Illinois
(from same address as above)

Part I: "Guiding Behavior and
Teaching the 3's, 4's, & 5's."
Part II; "Setting the Stage"

Community:

speaker from Division of Family
Services to speak on child develop-
ment and needs

Continued and Additional Suggested

I. (Cont.)

C. for children

1. Discuss what children learn
2. Ex.-head, shoulders, knees
learns placement of body
language.

D. Students plan and run a nursery

1. One student is responsible
state requirements.
2. Students take specific
a) Snack
b) Clean-up
c) Set-up
d) Games, etc.
3. Activities for school should
opportunities for: leg. m
language development, mu
eye-hand coordination, s

E. Students evaluate nursery

- Sample questions:
1. What three things did you
2. What three things did the
most?
 3. Relate cute expressions
 4. What evidences of social
observe? etc.

Materials

Continued and Additional Suggested Learning Experiences

ts, Division
house

I. (Cont.)

C. for children

1. Discuss what children learn by each activity
2. Ex.-head, shoulders, knees and toes; child learns placement of body parts, rhythm, and language.

D. Students plan and run a nursery school

1. One student is responsible for checking state requirements.
2. Students take specific responsibilities
 - a) Snack
 - b) Clean-up
 - c) Set-up
 - d) Games, etc.
3. Activities for school should include opportunities for: leg muscle development, language development, music development, eye-hand coordination, socialization.

E. Students evaluate nursery school:

Sample questions:

1. What three things did you enjoy most?
2. What three things did the children enjoy most?
3. Relate cute expressions that took place.
4. What evidences of social growth did you observe? etc.

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C 3. Environmental factors are limiting
 O on the numbers of organisms living
 N within their influence, thus, each
 C environment has a carrying capacity.

Discipline Area Home Econo
 Subject Human Grow
 Problem Orientation Child De
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Analyzes population growth patterns and the environmental carrying capacity. <u>Affective:</u> Judges problems and issues of population growth and the environmental carrying capacity.</p>	<p>I. Student-Centered in class activity A. Define and discuss "carrying capacity". B. Students trace world, country, state, and city maps and color in terms of population density. C. Students view and discuss film, "Family Planning" & filmstrips, "Population Statistics", "Population Trends" and "Evolution & Extinction". D. Students write and read to class stories about living in a crowded world. (Ex.-living in a high-rise one-room efficiency apartment.) E. Students create and play game on living in uncrowded, crowded, and overcrowded areas. (Ex.-Students make situation-solution cards, in uncrowded area they grow their own foods, in crowded they drive to supermarket & in overcrowded areas they walk or just choose foods they want off a large conveyor belt. (Cont. on back)</p>	<p>II. Cu Com</p>
<p><u>Skills to be Learned</u> Defining Mapping Viewing Reading Writing Creating games Playing games Judging</p>		

factors are limiting
organisms living
uence, thus, each
carrying capacity.

Discipline Area Home Economics
 Subject Human Growth & Development
 Problem Orientation Child Develop-Grade Advanced
ment-Population

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity	II. Outside Resource and Community Activities
<p>A. Define and discuss "carrying capacity".</p> <p>B. Students trace world, country, state, and city maps and color in terms of population density.</p> <p>C. Students view and discuss film, "Family Planning" & filmstrips, "Population Statistics", "Population Trends" and "Evolution & Extinction".</p> <p>D. Students write and read to class stories about living in a crowded world. (Ex.-living in a high-rise one-room efficiency apartment.)</p> <p>E. Students create and play game on living in uncrowded, crowded, and overcrowded areas. (Ex.-Students make situation-solution cards, in uncrowded area they grow their own foods, in crowded they drive to supermarket & in overcrowded areas they walk or just choose foods they want off a large conveyor belt.</p> <p>(Cont. on back)</p>	

Resource and Reference Materials
Publications:

Population Bomb by Erhlich.
Expo '67 halibut pamphlet
1984 by George Orwell
Brave New World by Audus Huxley.

Audio-Visual:

I-C-E RMC
"Family Planning"
"Population Statistics"
"Population Trends"
"Evolution and Extinction"

Community:

Continued and Additional Suggest

I. Cont.

F. Students clip and collect
articles related to popula
a value judgment on these

Materials	Continued and Additional Suggested Learning Experiences
<p>ich. at s Huxley.</p> <p>on"</p>	<p>I. Cont:</p> <p>F. Students clip and collect newspaper and magazine articles related to population growth and write a value judgment on these articles.</p>

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2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Home Eco
Subject Human Gr
Problem Orientation Diseas
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
<p><u>Cognitive:</u> Analyze inter-relationship of disease, causes of disease, disease control, and the environmental ecosystem. <u>Affective:</u> Forms judgments as to personal responsibilities for the control of disease.</p>	<p>I. Student-Centered in class activity</p> <p>A. Define communicable disease. Class discussion.</p> <p>B. Identify communicable diseases and classify them according to the carrier:</p> <ol style="list-style-type: none"> 1. man 2. air 3. water 4. plants 5. animals <p>Small group brainstorming & reading, write on board.</p> <p>C. Each student research a disease and trace its cycle to determine</p> <ol style="list-style-type: none"> 1. breeding ground 2. length of life 3. how prevented <p>Diagram the cycle and report to class.</p>	<p>II.</p> <p>C</p> <p>A</p>
<p><u>Skills to be Learned</u></p> <p>Identify communicable diseases</p> <p>Discussion</p> <p>Research</p> <p>Diagraming</p>		

Economics interact among _____ Discipline Area Home Economics
 environment, _____ Subject Human Growth & Development
 e unit called an _____ Problem Orientation Disease Grade Advanced
 Control

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
I. Inter- se, A. disease ron- gments sibili- of	I. Student-Centered in class activity A. Define communicable disease. Class discussion. B. Identify communicable diseases and classify them according to the carrier: 1. man 2. air 3. water 4. plants 5. animals Small group brainstorming & reading, write on board. C. Each student research a disease and trace its cycle to determine 1. breeding ground 2. length of life 3. how prevented Diagram the cycle and report to class.	II. Outside Resource and Community Activities A. Speakers such as public health nurse, doctor, dietician, or someone from the FDA.

Resource and Reference Materials
Publications:

Facts About Health Quackery,
Better Business Bureau
Protecting Our Food, Yearbook of
Agriculture, 1966, "Public Health
Programs".

Audio-Visual:

"Rat Problem", BAVI
"The Careless Ones", Sterling
"Improving America's Health"
"Your Health, Disease and
Control", BAVI
"Counter-Attack", Park, Davis, & Co.
"Body Defenses Against Disease,"
AVI

Community:

Continued and Additional Suggested Learn

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Continued and Additional Suggested Learning Experiences

C 10. Short-term economic gains may
 O
 N produce long-term environmental
 C
 E losses.
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Discipline Area Home Econom
 Subject Human Growth
 Problem Orientation Careers in
 the Environment

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Recognizes the variety of environmental job opportunities. <u>Affective:</u> Be conscious of the environmental job opportunities that will help to conserve national resources.</p>	<p>I. Student-Centered in class activity A. Students choose and report on environmental careers. Ex.-life scientist aquatic biologist biochemist pathologist B. Graphic illustration of things students value most and things they value least. C. Choose three adjectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices. D. Analysis games 1. reading palms 2. handwriting analysis 3. draw a house E. Invite guest speakers in to talk to students about specific careers in the environment. Have them relate some necessary personal attributes for their specific careers.</p>	<p>II. Out Comm</p>
<p><u>Skills to be Learned</u> Self-analysis Research and discussion Graphic illustration</p>		

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Discipline Area Home Economics

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Subject Human Growth & Development

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Problem Orientation Careers in Grade Advanced
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SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Students choose and report on environmental careers.
Ex.-life scientist
aquatic biologist
biochemist
pathologist
 - B. Graphic illustration of things students value most and things they value least.
 - C. Choose three objectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices.
 - D. Analysis games
 - 1. reading palms
 - 2. handwriting analysis
 - 3. draw a house
 - E. Invite guest speakers in to talk to students about specific careers in the environment. Have them relate some necessary personal attributes for their specific careers.

II. Outside Resource and Community Activities

arned
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Resource and Reference Materials
Publications:
Career Education in the Environment,
I-C-E RMC
The Place For You
Parke, Davis & Co.
P.O. 118
Detroit, Michigan 48232

Audio-Visual:
"A Time For Searching"
Modern Talking Picture Service, Inc.
1212 Avenue of Americas
New York
"The Bridge",
Nat. Assoc. of Mfgs. Film Service
277 Park Avenue
New York
"The Big Question",
New York Life Insurance Assoc.
600 Madison Avenue
New York

Community:

Continued and Additional Suggested Learning

ing Materials	Continued and Additional Suggested Learning Experiences
Environment, Service, Inc. Service SSOC.	

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4. An adequate supply of pure
water is essential for life.

Discipline Area Home
Subject Person
Problem Orientation Cons

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Proposes ways to conserve an adequate supply of water essential for family living.

Affective: Develops changes in living to conserve an adequate supply of water for future use.

Skills to be Learned

- Listing
- Viewing
- Listening
- Synthesize
- Follow up

SUGGESTED LEARNING EXP

- I. Student-Centered in class activity
 - A. View and discuss filmstrip, "Water Pollution - A Complex Problem".
 - B. Students list all uses of water in everyday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.
 - 1. Categorize into natural, industrial, sewage, thermal pollution.
 - C. Students view and discuss film, "Third Pollution", to see how communities can help manage and eliminate water pollution.
 - D. Invite a cookware salesman to demonstrate waterless cookery.
 - E. Students propose ways to conserve water. i.e. brick in toilet tank, quick shower, minimum bath water, use water from dehumidifier instead of throwing away, cut down or eliminate lawn sprinkling, suds saver, swim at lake or pool instead of home pool.
 - F. Students compile proposals into a survey and distribute (cont.)

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Discipline Area Home Economics

tial for life.

Subject Personal & Family Relations

Problem Orientation Consumer Ed. Grade Advanced

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
 - A. View and discuss filmstrip, "Water Pollution - A Complex Problem".
 - B. Students list all uses of water in everyday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.
 - 1. Categorize into natural, industrial, sewage, thermal pollution.
 - C. Students view and discuss film, "Third Pollution", to see how communities can help manage and eliminate water pollution.
 - D. Invite a cookware salesman to demonstrate waterless cookery.
 - E. Students propose ways to conserve water. i.e. brick in toilet tank, quick shower, minimum bath water, use water from dehumidifier instead of throwing away, cut down or eliminate lawn sprinkling, suds saver, swim at lake or pool instead of home pool.
 - F. Students compile proposals into a survey and distribute (cont.)

- II. Outside Resource and Community Activities
 - A. Visit sewage disposal plant to see how sewage water is treated before it is returned to water supply.
 - B. Visit water dept. to see how water is treated before it is piped to home or business.

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Resource and Reference Materials
Publications:

Water Pollution and You,
Wisconsin University County Ext.
What Every Woman Should Know and
Do About Pollution, Betty Ann
Ottinger, 1970

The House We Live In, An Environ-
mental Reader, Sheridan Blau and
Jolna V.B. Rodenbeck, MacMillan,
1971

Your Environment and What You Can
Do About It, A Citizen's Guide,
Richard Saltonstall, Jr., Walker
and Co., 1970

Everybody's Ecology, Shelley
Grassman, Grosset and Dunlap, New
York, 1970

What You Can Do About Water
Pollution, #7700-088 and
Groups That Can Help You Protect
Your Environment, #7700-086,
Consumer Product Information
P.O. Box 1205
Arlington, Va. 22210

Audio-Visual:

Third Pollution, #6928, BAVI
What Are We Doing To Our World,
#7251-7252, BAVI

Ecology and Man Series - set of 3,
The Management of Water, I-C-E RMC
Water Pollution - A Complex Problem,
I-C-E RMC

Community:

Sewage treatment plant
Water department

Continued and Additional Suggested Le

I. (cont.)

throughout community to see if people
the proposed ideas.

1. Report findings back to class.

Materials | Continued and Additional Suggested Learning Experiences

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ex Problem,

I. (cont.)
throughout community to see if people could accept
the proposed ideas.
1. Report findings back to class.

C O N C E P T	4. An adequate supply of pure _____	Discipline Area	Home
	water is essential for life _____	Subject	Man
	_____	Res	li
	_____	Problem Orientation	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive</u>: Comprehends the effect of household water consumption environment.</p> <p><u>Affective</u>: Develops a personal plan in the use of household water.</p>	<p>I. Student Centered in class activity</p> <p>A. Students list all appliances in the home which use water.</p> <p>1. Compare the amount of water used in various types of washing machines floor scrubbers, humidifiers dishwashers, etc.</p> <p>2. Students note the amount of water used in the family washing machine for one week and calculate the amount which could be saved by running only full loads or using a suds saver.</p> <p>B. Students introduce small amount of algae into beakers of water and add varying amounts of phosphorous to discover how phosphate detergent waste affects the environment.</p> <p>C. Students list recommendations for conserving water in the household by using appliances with care.</p>
<p><u>Skills to be Learned</u></p> <p>Comparing</p> <p>Computing</p> <p>Reporting</p> <p>Drawing conclusions</p>	

Home Economics Discipline Area Home Economics
 Management of Personal & Family Resources Subject
 Problem Orientation Housing Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students list all appliances in the home which use water.
 - 1. Compare the amount of water used in various types of washing machines, floor scrubbers, humidifiers, dishwashers, etc.
 - 2. Students note the amount of water used in the family washing machine for one week and calculate the amount which could be saved by running only full loads or using a suds saver.
- B. Students introduce small amounts of algae into beakers of water and add varying amounts of phosphorous to discover how phosphate detergent waste affects the environment.
- C. Students list recommendations for conserving water in the household by using appliances with care.

II. Outside Resource and Community Activities

- A. County Extension agent to talk about methods of conserving water in the home.
- B. Appliance dealers to talk about water use and features of different water using appliances in the home.

Resource and Reference Materials	Continued and Additional Suggeste
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Publications:

Consumer Report Yearbook, 1971
(water consumption)

Home Appliances (Better Business Bureau)

What You Can Do About Water Pollution, #7700-088

Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210

Tragedy in the Laundramat,
I-C-E RMC

Planning Your New Water System,
Flint & Walling Manufacturing
Guide to Modern Water Service
Gould's Pump

Audio-Visual:

City Water Supply, BAVI
Water Supply, BAVI

Community:

este s Continued and Additional Suggested Learning Experiens

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6. Natural resources are not Discipline Area Home
equally distributed over the earth Subject Pers
or over time and greatly affect the Problem Orientation Co
geographic conditions and quality
of life.

BEHAVIORAL OBJECTIVE

SUGGESTED LEARNING EX

Cognitive: Infers the
role the availability of
resources plays on the
quality of family life.

Affective: Appreciates the
role the availability of
resources plays on the
quality of family life.

Skills to be Learned
 Researching
 Listing
 Graphic illustration
 Role playing
 Writing

- I. Student-Centered in class activity
 - A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens.
 Example -
 1. Ancient - bowl & mortar
 2. Pioneer - cast iron pan
 3. Modern - dishwasher, electric percolator
 - B. Students make a bulletin board of types of outside construction of homes in different parts of the world and discuss the natural resources needed to make these homes.
 Examples -
 1. Paper house - Japan
 2. Wood - U.S.
 3. Adobe - Mexico
 4. Stone - Europe
 - C. Students role play a typical day's activities in different historical eras.
 Examples -
 1. Ancient - women gather berries, roots, (cont.)

ESEA Title III - 59-70-0135-2 Project I-C-E

home not _____ Discipline Area Home Economics
Personal the earth _____ Subject Personal & Family Relations
Cost affect the _____ Problem Orientation Consumer Grade Advanced
ad quality _____

EX SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens.

Example -

1. Ancient - bowl & mortar
2. Pioneer - cast iron pan
3. Modern - dishwasher, electric percolator

B. Students make a bulletin board of types of outside construction of homes in different parts of the world and discuss the natural resources needed to make these homes.

Examples -

1. Paper house - Japan
2. Wood - U.S.
3. Adobe - Mexico
4. Stone - Europe

C. Students role play a typical day's activities in different historical eras.

Examples -

1. Ancient - women gather berries, roots, (cont.)

II. Outside Resource and Community Activities

Resource and Reference Material

Publications:

Periodicals:

- "Changing Times"
- "Forecast"
- "What's New in Home Ec"
- "Better Homes & Gardens"

Audio-Visual:

- "Home Around the World," BAVI
- "Your Space Age Kitchen" - Sears
- "New Room in Your Kitchen",
Rubbermaid

Community:

- Old woman in area to talk about
housework in olden days
- Utility company to talk about
homes in the future

Continued and Additional Suggest

I. (cont.)

- etc. skins and cleans hus
washes clothes in river a
- 2. Modern - woman puts toast
coffee, curls hair with e
- D. Students write an essay, "Wh
like if half of the electric
were not available".

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Continued and Additional Suggested Learning Experiences

I. (cont.)

- etc. skins and cleans husband's "catch", cooks, washes clothes in river and tends the fire.
- 2. Modern - woman puts toast in toaster, plugs in coffee, curls hair with electric curlers, etc.
- D. Students write an essay, "What my life would be like if half of the electricity, gas and water were not available".

ESEA Title III - 59-70-0135-2 Project I-C-r

C O N C E P T	8. Cultural, economic, social, and	Discipline Area	Home
	political factors determine status	Subject	Mana
	of man's values and attitudes	Problem Orientation	Resc
	toward his environment.		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Analyzes the role of the consumer in terms of economic factors and the status of man's values and attitudes towards his environment.</p> <p><u>Affective:</u> Assumes responsibility for consuming to protect the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students define the family.</p> <p>B. Students discuss family and individual life cycle.</p> <ol style="list-style-type: none"> 1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.) 2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.) <p>C. Students draw parallel flow charts of the individual and family life cycles.</p> <ol style="list-style-type: none"> 1. Child-rearing stage <ol style="list-style-type: none"> a. Baby b. Preschooler c. School d. Preadolescent e. Young adult (launching stage) <p>D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.)</p>
<p><u>Skills to be Learned</u></p> <p>Financial planning</p> <p>Discussing</p> <p>Identifying</p>	

economic, social, and Discipline Area Home Economics
 factors determine status Subject Management of Personal & Family Resources
 values and attitudes Problem Orientation Consumer Grade Advanced
 environment.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Describe the factors in a man's environment. Identify the	I. Student-Centered in class activity A. Students define the family. B. Students discuss family and individual life cycle. 1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.) 2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.) C. Students draw parallel flow charts of the individual and family life cycles. 1. Child-rearing stage a. Baby b. Preschooler c. School d. Preadolescent e. Young adult (launching stage) D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.)	II. Outside Resource and Community Activities A. Local bank official to speak on financial planning for families and individuals.
...ed		

Resource and Reference Materials

Publications:

Erik Erikson, Childhood and Society,
Penny's Value Kit

Audio-Visual:

Life cycle transparencies "Forecast
Marriage and Money", Institute of
Life Ins.

"Basics for Family Living: Family Resource
Management", BAVI

"Financing a New Partnership",
Penny's

Community:

Continued and Additional Sugg

I. (cont.)

- happiest and why these
- E. Students interview a v
determine values in re
cycle.
1. When you were first
important to you?
 2. When your first chi
most important to y
 3. When you had presch
most important to y
- F. Students plan a househ
at three different stag
cycle to determine how
resources are used at
- G. Students list material
purchased because of sp
discuss how these purch
environment.

Continued and Additional Suggested Learning Experiences

I. (cont.)

- happiest and why these times would be happy.
- E. Students interview a variety of families to determine values in relation to the family life cycle.
1. When you were first married - what was most important to you?
 2. When your first child was born, what was most important to you?
 3. When you had preschool children what was most important to you? Etc.
- F. Students plan a household budget for a family at three different stages of the family life cycle to determine how many environmental resources are used at each stage.
- G. Students list material things that would be purchased because of specific values and discuss how these purchases would affect the environment.

ESEA Title III - 59-70-0135-2 Project I-C-F

C O N C E P T	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area	ecor
		Subject	tor
		Problem Orienta	es
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Analyzes the effects man's values and attitudes have on selecting housing.</p> <p><u>Affective:</u> Weighs values and attitudes in selecting housing.</p>	<p>I. Student-Centered in-class activity</p> <p>A. Research and discuss the various types of housing.</p> <p>B. View and discuss film, "Homes Around the World"</p> <p>C. Students bring rental ads to school.</p> <p>D. Students compute total cost for renting. (Example - Security deposit, utilities, phone rent, insurance, etc.)</p> <p>E. Compute total cost of owning a mobile home. (Buying cost, license, taxes, lot rent, insurance accessories, etc.)</p> <p>F. Visit a mobile home dealership to compare styles, quality and price range.</p> <p>G. Compute the cost of buying a house. (Initial cost, closing cost, moving, tax upkeep, landscape, insurance)</p> <p>H. Students make a bulletin board using computations and illustrations of owning a mobile home, renting and buying or building a house. (cont)</p>
<p><u>Skills to be Learned:</u></p> <p>Research</p> <p>Viewing</p> <p>Discussing</p> <p>Computing</p> <p>Graphic illustration</p>	

economic, social, and Discipline Area Home Economics
 factors determine status Subject Management of Personal & Family Resources
 values and attitudes Problem Orientation Consumer Ed. Grade Advanced
 environment. Buying a House

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
values selecting	I. Student-Centered in class activity A. Research and discuss the various types of housing. B. View and discuss film, "Homes Around the World". C. Students bring rental ads to school. D. Students compute total cost for renting. (Example - Security deposit, utilities, phone, rent, insurance, etc.) E. Compute total cost of owning a mobile home. (Buying cost, license, taxes, lot rent, insurance, accessories, etc.) F. Visit a mobile home dealership to compare styles, quality and price range. G. Compute the cost of buying a house. (Initial cost, closing cost, moving, taxes, upkeep, landscape, insurance) H. Students make a bulletin board using computations & illustrations of owning a mobile home, renting and buying or building a home. (cont.)	II. Outside Resource and Community Activities A. Students should contact: 1. Contractor - on what to check when buying a home. 2. Mobile home dealer - cost & style of mobile homes. 3. Realtor - how to find a good place to live.
ned		
ion		

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p><u>The House We Live In, An Environmental Reader, Sheridan Blau and John V.B. Rodenbeck, MacMillan, 1971.</u></p> <p><u>Homes With Character, Craig & Rush</u> <u>Homemaking for Teenagers, Book 2.</u> <u>Designs for Low Cost Wood Homes,</u> <u>#0101-0019 and</u> <u>Selecting and Financing A Home,</u> <u>#0100-1127, Consumer Product</u> <u>Information, P.C. Box 1205</u> <u>Arlington, Va. 22210</u></p> <p><u>Morton, Ruth & others, The Home,</u> <u>Its Furnishings & Equipment,</u> <u>McGraw-Hill</u></p> <p><u>Housing Today, Helper, Donald E.</u> <u>and Paul I. Wallach, McGraw-Hill</u></p> <p><u>Buying or Selling Your Home,</u> <u>Denton, John H., Barrows, n.d.</u></p> <p><u>Audio-Visual:</u></p> <p><u>Homes Around the World, BAVI, #4010</u> <u>Visual Products Division, 3 M Co.</u> <u>3 M Center, St. Paul, Minn. 55101</u></p> <p><u>Home Styles Values and Goals</u> <u>Attitudes & Manner: Their</u> <u>Influence on Accomplishments</u> <u>The Rational Decision - Making</u> <u>Process</u> <u>Home Management - Outside</u> <u>Influence</u></p> <p><u>Community:</u></p>	<p>I. (cont.)</p> <p>I. Based on the information above paper on the type of housing and features they would include</p>

Continued and Additional Suggested Learning Experiences

(cont.)

- I. Based on the information above, students write a paper on the type of housing they would select and features they would include.

C O N C E P T	9. Man has the ability to manage,	Discipline Area	ty
	manipulate, and change his	Subject	nge
	environment.	Problem Orientati	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING ACTIVITIES

Cognitive: Analyzes possible methods of managing family resources to preserve the environment.

Affective: Forms judgments as to responsibility for managing family resources to preserve the environment.

- Skills to be Learned
- Brainstorming
 - Researching
 - Informal Discussion
 - Graphic illustration
 - Food preparation
 - Clothing remaking

- . Student-Centered in class activity
- A. Students brainstorm to discover resources the families are wasting. (Ex. - Dusty backyard, thrown-out food, clothes in the back of the closet, leaving lights on, flushing kleenex down the toilet nearby parks, using car pop, throwing out lawn clippings, etc.)
- B. Each student chooses a form of family waste and researches methods of conserving this waste.
- C. Each student make a poster, cartoon, etc. used in the home as a reminder to save resources. (Ex. - Sign by bathroom light switch with old shaking her finger & "turn out the light")
- D. Students collect food and make a new dish.
- E. Students remake some articles.

ty to manage, Discipline Area Home Economics
 ge his Subject Personal and Family Relations
 Problem Orientation Consumer Grade Advanced

SUGGESTED LEARNING EXPERIENCES

ES ssible mily che ents or ces ment.	<p>I. Student-Centered in class activity</p> <p>A. Students brainstorm to discover resources their families are wasting. (Ex. - Dusty backyard, thrown-out food, clothes in the back of the closet, leaving lights on, flushing kleenex down the toilet, nearby parks, using canned pop, throwing out lawn clippings, etc.)</p> <p>B. Each student chooses one form of family waste and researches methods of conserving this waste.</p> <p>C. Each student make a little poster, cartoon, etc. to be used in the home as a reminder to save resources. (Ex. - Sign by bathroom light switch with old lady shaking her finger & saying "turn out the light")</p> <p>D. Students collect food scraps and make a new dish.</p> <p>E. Students remake some clothing articles.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Class go on a field trip to municipal sewage plant. On the way home, stop at garbage dump or salvage yard to observe types of waste.</p> <p>B. Class visit resale store to determine how items can be used.</p> <p>C. Have a professional seamstress show how to remake clothes.</p> <p>D. Institutional cook to speak on how to use left-overs.</p>
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Resource and Reference Materials
Publications:

"Just What Are You Worth Today?",
Better Homes and Gardens
1716 Locust Street
Des Moines, Iowa 50303
"A Place to Live"
National Audubon Society
950 3rd Avenue
New York, N.Y. 10022

Audio-Visual:

"Recycling Resources" - I-C-E RMC
"The Junk Dump" - I-C-E RMC
"The Stream" - I-C-E RMC

Community:

Seamstress
Institutional cook
Sewage plant
Garbage dump
Salvage yard
Resale store

Continued and Additional Suggested Lea

Continued and Additional Suggested Learning Experiences

C O N C E P T	<u>10. Short-term economic gains may</u>	Discipline-Area
	<u>produce long-term environmental</u>	Subject
	<u>losses.</u>	Problem Orientat

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Evaluate the effect short-term economic gains have on long-term environmental losses and their relationship to the family.

Affective: Judges actions based on long-term environmental effects.

Skills to be Learned
 Decision making
 Party planning
 Interviewing techniques
 Identification of goals

SUGGESTED LEARNING ACTIVITIES

I. Student-Centered in class activity

A. List individual short-term and long-term goals. (Ex. Short-term goal: new dress for Friday night's date. Long-term goals: marriage, children, house, children's schooling)

B. List 25 favorite activities and determine whether or activities are helping to achieve short-term or long-term goals.

1. Students make line graph using these factors in determining achievement of goals.

- a. Time
- b. Cost
- c. How often done
- d. Energy

C. Identify economic goals case studies.

D. Students write situations that are economically inexpensive now but costly to environment in the long term.

E. Story building - 3 parts (cont.)

economic gains may Discipline: Area Home Economics
 term environmental Subject Personal & Family Relations
 Problem Orientation Consumer Ed: Grade Advanced

LIVES	SUGGESTED LEARNING EXPERIENCES	
the on mental relation- actions ts.	<p>I. Student-Centered in class activity</p> <p>A. List individual short-term and long-term goals. (Ex. Short-term goal: new dress for Friday night's date. Long-term goals: marriage, children, house, children's schooling)</p> <p>B. List 25 favorite activities and determine whether or not activities are helping to achieve short-term or long-term goals.</p> <p>1. Students make line graph using these factors in determining achievement of goals.</p> <p>a. Time b. Cost c. How often done d. Energy</p> <p>C. Identify economic goals in case studies.</p> <p>D. Students write situations that are economically inexpensive now but costly to environment in the long run.</p> <p>E. Story building - 3 parts. (cont.)</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Interview community business, political, etc. persons to determine short-term economic gain that would result in long-term environment losses.</p> <p>Sample questions:</p> <p>1. What are some things you could do to achieve short-term economic gain which would result in long-term environmental losses?</p> <p>2. What are your specific economic goals?</p> <p>3. What are some methods you could employ to achieve economic goals?</p> <p>4. Do you see your business or industry as having any effect on the environment. (cont.)</p>
ed iques goals		

Resource and Reference Materials

Publications:

Career Education in the Environ-
ment, I-C-E RMC
A Handbook for Environmental
Action--What Can I Do?
I-C-E RMC

Audio-Visual:

Conservation of Natural Resources,
#0467, BAVI
Conservation Road: Story of Our
Natural Resources, #0468 BAVI
"Junk Dump", I-C-E RMC
"Jobs", J. C. Penny

Community:

Continued and Additional Sugges

I. (cont.)

Examples:

1. Paper plates vs dishes
 2. Pollution vs recycling
 3. Family living vs garbage
- F. Plan and carry out a part
long-term environmental e
- G. Investigate career goals
of economic gain, environ
life.

Example:

Career goal	farmer
Economic gain	questi
Environmental	depend
loss	techn
Family life	genera

II. (cont.)

5. Do you see your business
family life?
6. Do family considerations
hiring or firing policies

Students use answers as a st
student-teacher analysis.

als | Continued and Additional Suggested Learning Experiences

I. (cont.)

Examples:

1. Paper plates vs dishes
2. Pollution vs recycling
3. Family living vs garbage dump

- F. Plan and carry out a party that would have no long-term environmental effects.
- G. Investigate career goals and evaluate in terms of economic gain, environmental loss and family life.

Example:

Career goal	farmer
Economic gain	questionable
Environmental loss	depends upon farming techniques
Family life	generally close knit

II. (cont.)

5. Do you see your business as having any effect on family life?
6. Do family considerations have any effect on your hiring or firing policies?

Students use answers as a stimulus for discussion and student-teacher analysis.

C 11. Individual acts, duplicated Discipline Area Home Econom dup
 O or compounded, produce significant Subject Personal & ce s
 N environmental alterations over Problem Orientation Consumer tion
 C
 E
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 T time.

BEHAVIORAL OBJECTIVES

Cognitive: Comprehends the
 role family waste disposal
 has on the environment.

Affective: Accepts
 responsibility for disposing
 of family waste to protect
 the environment.

Skills to be Learned
 Writing
 Discussing
 Viewing
 Classifying
 Recording

SUGGESTED LEARNING EXPERI

I. Student-Centered in class
 activity
 A. Students record everything
 in the home tossed out,
 disposed of, etc. for one
 week.
 B. Students classify garbage
 as burnable, solid, recy-
 clable, in water or in air.
 C. Students view and discuss
 the following films in
 terms of waste disposal
 and its effect on the
 environment: "Junk dump",
 "The Stream", "Garbage"
 or "The Gifts".
 D. Students write laws that
 may feasibly be enforced in
 the near future for control
 of family wastes & discuss
 results of not following
 these laws.
 1. Outlaws garbage disposals.
 2. Limited lawn sprinkling,
 etc.

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ESEA Title III - 59-70-0135-2 Project I-C-E

uplicated Discipline Area Home Economics
significant Subject Personal & Family Relations
tions over Problem Orientation Consumer Ed. Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students record everything in the home tossed out, disposed of, etc. for one week.
- B. Students classify garbage as burnable, solid, recyclable, in water or in air.
- C. Students view and discuss the following films in terms of waste disposal and its effect on the environment: "Junk dump", "The Stream", "Garbage" or "The Gifts".
- D. Students write laws that may feasibly be enforced in the near future for control of family wastes & discuss results of not following these laws.
 1. Outlaws garbage disposals.
 2. Limited lawn sprinkling, etc.

II. Outside Resource and Community Activities

- A. County planner - speak about current problems in waste disposal.
- B. School janitor - speak to students about how they could help control waste in school.
- C. Garbage collector - speak to students on how people can make his job easier by doing some things at home. Example - flattening cans, separating cans from paper, etc.

Resource and Reference Materials	Continued and Additional Suggested Learning
<p><u>Publications:</u> "Solid Waste Disposal", Brown County Planner "Solid Waste and You", University of Wisconsin-Extension</p> <p><u>Audio-Visual:</u> "No Time to Waste", (filmstrip kit) I-C-E RMC "Recycling Resources", (filmstrip kit) I-C-E RMC "Solid Waste - A New Pollutant", (filmstrip kit) I-C-E RMC</p> <p><u>Films:</u> "The Gifts", I-C-E RMC "The Stream", I-C-E RMC "Junkdump", I-C-E RMC "Garbage", I-C-E RMC "Pollution is a Matter of Choice", BAVI, #7483 "3rd Pollution", BAVI, #6928</p> <p><u>Community:</u> County planner Garbage collector Sanitary engineer Janitor</p>	

Materials	Continued and Additional Suggested Learning Experiences
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28

C O N C E P T

11. Individual acts, duplicated Discipline Area Home Ec cat

or compounded, produce significant Subject Manageme ifi

environmental alterations over time. Problem Orientation Hous ver

ESLA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p>Cognitive: Comprehends how the use of the design elements in housing produce significant environmental alterations over time.</p> <p>Affective: Shows awareness of the effects designs of housing, play on the environment</p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (examples. red - warm, fire, excitement, danger)</p> <p>B. Teacher introduces color wheel and color schemes (monochromatic, analogous, complementary, split complementary, traditional) Students collect magazine room pictures demonstrating different color schemes.</p> <p>C. Teacher introduces basic lines (\ , — , ~ , /)</p> <p>D. Students collect magazine room pictures in which one type of line predominates.</p> <p>1. Teacher introduces various textures (shiny, rough, smooth, fine, heavy, etc.)</p> <p>2. Students collect various magazine room pictures in which one type of texture predominates</p> <p>E. Student discussion of the type of living environment they want (cont.)</p>
<p><u>Skills to be Learned</u></p> <p>Expressing feelings Searching Identifying Discussing</p>	

ated	Discipline Area	Home Economics
ificant	Subject	Management of Personal and Family Resources
ver time.	Problem Orientation	Housing Grade Beginning

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (examples: red - warm, fire, excitement, danger)
 - B. Teacher introduces color wheel and color schemes (monochromatic, analogous, complementary, split complementary, traditional)
Students collect magazine room pictures demonstrating different color schemes.
 - C. Teacher introduces basic lines (\, —, ~, /)
 - D. Students collect magazine room pictures in which one type of line predominates.
 - 1. Teacher introduces various textures (shiny, rough, smooth, fine, heavy, etc.)
 - 2. Students collect various magazine room pictures in which one type of texture predominates
 - E. Student discussion of the type of living environment they want (cont.)

- II. Outside Resource and Community Activities
- A. Local interior decorator to discuss creating living environments.
 - B. Florist or naturalist to discuss bringing the outdoors indoors.

Resource and Reference Materials	Continued and Additional Sources
<p><u>Publications:</u> <u>Caprolan Color Quiz Book</u> Allied Chemical Corp. 61 Broadway N.Y., N.Y. 10006 <u>Color Wheel Coordinator</u> Carpet Marketing E.I. du Pont de Nemours & Co., Inc. Wilmington, Del. 19892</p> <p><u>Audic-Visual:</u> "Decorating and Planning Your Home - Some Basic Ideas" DAVI 6786 "Decorating Made Easy" Sears "Design for Living" DAVI 0722 "Color" \$4.00 DAVI 7341 "Color Keying In Art and Living" \$3.50 DAVI 0453 "Use Color with Confidence" Rit Dye Best Foods Div., Corn Product Co., 717 - 5th Ave, N.Y., N.Y. 10022 "Color Newsreel" Modern, 1212 Ave of Am., N.Y., N.Y. 10036</p> <p><u>Community.</u></p>	<p>I. (cont.) to create (exciting, res achieve this through col</p>

Continued and Additional Suggested Learning Experiences

(cont.)
to create (exciting, restful, natural, etc.) and how to
achieve this through color, line and texture.

C
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4. An adequate supply of pure water is essential for life.

Discipline Area Home Ec

Subject Management resources

Problem Orientation La

Project I-C-E
ESEA Title III - 59-70-0135-2

BEHAVIORAL OBJECTIVES

Cognitive: Analyzes the effects of laundry products in terms of their cleaning ability and influence on purity of water.

Affective: Belief in the importance of informed use of laundry products in maintaining and improving water quality.

Skills to be Learned

Research
Observing
Drawing Conclusions
Recording
Experimentation
Charting Techniques

SUGGESTED LEARNING

- | I. | II. |
|---|-----|
| <p>I. Student-Centered in class activity</p> <p>A. Students develop class notebook on their readings and research on water pollution resulting from household chemicals.</p> <p>B. Students bring in boxes and bottles of laundry products</p> <p>1. examine variety and labels.</p> <p>C. Perform tests on detergents in terms of water quality (acid, alkali, solids) and effects on fabrics (tensile strength, color, shrinkages, resiliency)</p> <p>1. Chart results and compare products</p> <p>D. In small groups, students test various laundry products on various fabrics</p> <p>1. Compare results, especially according to phosphate level in detergents and amounts used. (cont.)</p> | |

Discipline Area Home Economics
Subject Management of personal and family resources
Problem Orientation Laundry Grade beginning or intermediate

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students develop class notebook on their readings and research on water pollution resulting from household chemicals.
- B. Students bring in boxes and bottles of laundry products
 1. examine variety and labels.
- C. Perform tests on detergents in terms of water quality (acid, alkali, solids) and effects on fabrics (tensile strength, color, shrinkages, resiliency)
 1. Chart results and compare products
- D. In small groups, students test various laundry products on various fabrics
 1. Compare results, especially according to phosphate level in detergents and amounts used. (cont.)

II. Outside Resource and Community Activities

- A. Chemistry Department to perform tests on water samples to determine purity.
- B. Home economist from utility company to speak to class on laundry techniques.

RESOURCE AND REFERENCE MATERIALS	Continued and Additional
<p><u>Publications:</u> <u>Soaps and Detergents for Home Laundering</u>, 0100-1318 Consumer Product Information, P. O. Box 1205, Arlington, VA 22210 "Consumer Reports" "The Detergent Dilemma", Jan. 1971 <u>Good Housekeeping</u> "Laundry Techniques for Modern Washers", <u>Forecast for Home Economics</u>, Sept. 1971 "Primer for Home Laundry" "Planning Home Laundry Center" available from Haytag "Laundry Know-How" (booklet free from public utility company <u>Detergent Phosphates and the Environment</u>, FMC Corp., Inorganic Chemicals Division, 633 Third Ave, N.Y., N.Y. 10017</p> <p><u>Audio-Visual:</u> Dirty Water - simulation game, I-C-E RIC "The Stream", I-C-E RIC "Today's Easier Washday" available from Proctor & Gamble</p> <p><u>Community:</u> Dept. of Natural Resources Wisconsin Public Service</p>	<p>I. d. (cont.) Test could include bleaches, bluing 2. Chart results E. Take water samples by chemistry department F. Study current legislation water supply.</p>

Continued and Additional Suggested Learning Experiences

(cont.)

Test could include soaps, detergents, softeners,
bleaches, bluing agents, disinfectants.

Chart results.

Take water samples and have them tested for purity
by chemistry department.

Study current legislation related to laundry products,
water supply.

C O M M E P F	10. <u>Short-term economic gains may</u>	Discipline Area	Home	aim
	<u>produce long-term environmental</u>	Subject	Person	an
	<u>losses.</u>	Problem Orientation	Ho	(

ESEA Title III -- 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Comprehends how over-consuming for home remodeling affects the environment.

Affective: Appreciates housing for its aesthetic lines, proportions and colors rather than the current style.

Skills to be Learned

- Observing
- Analyzing
- Drawing

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Students walk through neighborhood around school
 1. Teacher points out styles in housing of different time periods.
 2. Teacher points out roofing colors in different time periods.
 3. Teacher points out window and decorative features in different time periods.
 4. Students work on scavenger sheets to find different styles of housing (Cape Cod, ranch, Swiss, Victorian, etc.) different styles of windows (bay, picture, dormer, sliding, swinging, permanent)
 5. Students note features (lines, colors, proportions, etc.) that they find pleasing.
 - B. Class selects one house to analyze for remodeling.

Resource and Reference Materials	Continued and Additional Suggestions
<p><u>Publications:</u></p> <p><u>The Home, Morton & Others</u> <u>Homes with Character, Craig & Rush</u> <u>How to Get the Most for Your Money</u> <u>When You Buy a Home, American Land</u> <u>Title Assn., 725 Eye St., N.W.,</u> <u>Washington, D.C. 20006</u> <u>How to Buy a Good Window, Anderson</u> <u>Corp., Bayport, Minnesota 55003</u> <u>Home Improvement Booklets, Better</u> <u>Homes for All America, Dept. BM5,</u> <u>1716 Locust, Des Moines, Iowa</u> <u>50303</u> <u>What you Should Know Before you</u> <u>Buy a Home:, Modern, 1212 Ave of</u> <u>Am., N.Y., N.Y. 10036</u></p> <p><u>Audio-Visual:</u></p> <p><u>Community:</u> <u>Contractor</u> <u>Interior Decorator</u></p>	<ol style="list-style-type: none"> 1. Class views pictures of house undesirable features. 2. Each student draws a solution feature (example: an eavestrough center front of the house could corner) 3. Students list money and natural make the changes and determine warranted or not.

Materials	Continued and Additional Suggested Learning Experiences
<p>s raig & Rush <u>Your Money</u> rican Land . H.W., , Anderson r 55003 s, Better ept. BM5, Iowa</p> <p><u>ore you</u> 2 Ave of</p>	<ol style="list-style-type: none"> 1. Class views pictures of house and list desirable and undesirable features. 2. Each student draws a solution for one undesirable feature (example: an eavestrough that drains in the center front of the house could be moved to a front corner) 3. Students list money and natural resources needed to make the changes and determine whether they are warranted or not.

C. 3. Environmental factors are limiting
 O on the numbers of organisms living
 N within their influence, thus, each
 G environment has a carrying capacity.

Discipline Area Home
 Subject Man
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 Problem Orientation has

	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive:</u> Analyzes the effect of exceeding city carrying capacity on quality of life.</p> <p><u>Affective:</u> Believes in the importance of planning for land use.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students identify the problems that result in over-crowding urban areas Ex. Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.</p> <p>B. Read case studies on zoning regulations changes and how they affect residents. Ex: Young couple moves into neighborhood and find out an apartment developer is trying to build an apartment complex in the neighborhood--requires zoning regulation changes. 1. Debate pros and cons. 2. Conclusive/decision</p> <p>C. Students create own case studies in small groups.</p> <p>D. Speaker or study of zoning regulations and city planning .</p> <p>E. Students use simulation game (Con't)</p>
	<p><u>Skills to be Learned</u></p> <p>Map reading City planning Decision making Gathering facts Creative small group problem solving Critical thinking</p>	

mental factors are limiting

rs of organisms living

Discipline Area Home Economics

influence, thus, each

Subject Management of Personal and Family Resources

has a carrying capacity.

Problem Orientation Housing-City Plan-Grade Adv. ning

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

lyzes the
ding city
ty on

I. Student-Centered in class activity

II. Outside Resource and Community Activities

ieves in
of planning

A. Students identify the problems that result in over-crowding urban areas
Ex. Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.

A. City Planner to speak to class about current problems in planning city, zoning regulations, etc.

arned

B. Read case studies on zoning regulations changes and how they affect residents.
Ex: Young couple moves into neighborhood and find out an apartment developer is trying to build an apartment complex in the neighborhood--requires zoning regulation changes.
1. Debate pros and cons.
2. Conclusive/decision

group

C. Students create own case studies in small groups.

ng

D. Speaker or study of zoning regulations and city planning .

E. Students use simulation game (Con't)

Resource and Reference Materials

Publications:

Population Bomb, Paul Erhlick
A Good Life for All People, Year
book, Dept. of Agriculture 1971
City and/or town maps--City
or Town Halls

Audio-Visual:

Man and His Environment,
Simulation game, Coca Cola Co,
Project I-C-E RMC
"Don't Crowd Me" BAVI
"City and Its Region" BAVI
"Cars or People" BAVI
"City in Crisis: What's
Happening?" EAVI
"City Reborn" BAVI
"Expanding City" BAVI
"Living City" BAVI
"Urban" EAVI

Community:

Continued and Additional Suggeste

(Con't from I.)

"Man and His Environment"
F. Continuum play on the effects
area.

Materials | Continued and Additional Suggested Learning Experiences

(Con't from I.)

"Man and His Environment"

F. Continuum play on the effects of over-crowding an area.

lick
e, Year
e 1971
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a Co,

VI

C 5. An adequate supply of clean air is
 O essential because most organisms
 N depend on oxygen, through respiration,
 C to release the energy in their food.
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 Subject ause
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BEHAVIORAL OBJECTIVES

SUGGESTED SUBJECT

Cognitive: Comprehends methods of air control in the home for comfortable living.

Affective: Appreciates the role clean air plays in maintaining comfortable living.

Skills to be Learned

Listing
 Viewing
 Listening

I. Student-Centered in class activity
 A. Students list methods is manipulated in the home (heated, humidified, purified, etc.)
 B. View and discuss Wisconsin Public Service slides series "Total Comfort Control"
 C. Listen to speakers on way different equipment works. (Salesman describes how dehumidifier takes water out of the air.)

ESEA Title III - 59-70-0135-2 Project I-C-E

the supply of clean air is
 cause most organisms
 en, through respiration,
 e energy in their food.

Discipline Area Home Economics
 Subject Management of Personal and Family Resources
 Problem Orientation housing Grade Advanced

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>prehends control in the ple living.</p> <p>ciates the ys in ctable</p>	<p>I. Student-Centered in class activity</p> <p>A. Students list methods air is manipulated in the home (heated, humidified, purified, etc.)</p> <p>B. View and discuss Wisconsin Public Service slide series "Total Comfort Control"</p> <p>C. Listen to speakers on way different equipment works. (Salesman describes how dehumidifier takes water out of the air.)</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Furnace and appliance repairman speak to class on different types of furnaces available, i.e. forced air, hot water, etc.</p> <p>B. Appliance salesman speaks on different types of appliances and how they function, i.e. humidifier, dehumidifier.</p>
<p>hed</p>		

Resource and Reference Materials

Continued and Additional Suggest

Publications:

Three Giant Steps to Clean Air
7700-089 Consumer Product Info.
P. O. Box 1205
Arlington, VA. 22210

Air Pollution, John Cuigley
Local Extension Service

Are You Polluting Your Own Home?
Science Digest 66:22-6

Facts About Gas Heaters, Gas
Appliance Mfg. Assn, 60 E. 42nd
St., NY, NY 10017

Room Air Conditioners, Air
Conditioning Dept., C. E.
Appliance Park, Louisville, Ky
40225

Home Ventilating Fans, Hunter Div.,
Robbins & Meyers, Inc.
2500 Frisco Ave, Memphis, Tenn. 38114

Audio-Visual:

"Total Comfort Control", Wis. Public
Service

Smog - simulation game, I-C-E RMC

"Air Pollution" 0678 - \$4.00 BAVI

Community:

Appliance Stores
Furnace Manufacturers

als Continued and Additional Suggested Learning Experiences

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9. Man has the ability to manage,
manipulate, and change his
environment.

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 Soc. St.,
 Subject Management
 Problem Orientation Housi

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Proposes a plan for managing, manipulating, or changing an existing environment to contribute to family living.

Affective: Form judgements as to responsibility in managing, manipulating or changing an existing environment to contribute to family living.

Skills to be Learned
 Interviewing
 Planning
 Recommending
 Listing
 Discussior.

SUGGESTED LEARNING EXP

- I. Student-Centered in class activity
- II. C
- A. List factors involved in improvement of environments.
1. Zoning, sewage treatment, planting trees, remodeling
- B. Develop a questionnaire for surveying community as to needs, key problems and available organizations.
- Sample questions:
1. How do elected officials stand on the matters of community needs, key problems and available organizations?
 2. Is there a Planning Commission?
 3. What regional organizations exist?
 4. Is there a park and recreation dept?
 5. Is there an overall recreation program?
 6. Is there an agency for air pollution control?
 7. Is there an effective (Con't)

ability to manage,

change his

Discipline Area Interdisciplinary Studies, Home Ec., Soc. St., Eco.
Subject Management of personal & family resource.
Problem Orientation Housing Grade Adv.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
es a manipu- y an t to ly living. udgements y in ting or ng tribute.	<p>I. Student-Centered in class activity</p> <p>A. List factors involved in improvement of environments.</p> <ol style="list-style-type: none">1. Zoning, sewage treatment, planting trees, remodeling <p>B. Develop a questionnaire for surveying community as to needs, key problems and available organizations.</p> <p>Sample questions:</p> <ol style="list-style-type: none">1. How do elected officials stand on the matters of community needs, key problems and available organizations?2. Is there a Planning Commission?3. What regional organizations exist?4. Is there a park and recreation dept?5. Is there an overall recreation program?6. Is there an agency for air pollution control?7. Is there an effective (Con't)	<p>II. Outside Resource and Community Activities</p> <p>A. Guest speaker-- elected officials to voice opinion on community needs, key problems and available organizations.</p>
ed		

Resource and Reference Materials	Continued and Additional Suggested Learning Activities
<p><u>Publications:</u> <u>The Citizen's Advisory Committee on Environmental Quality,</u> 1700 Pennsylvania Ave. N.W. Washington D. C. 20006</p> <p><u>Audio-Visual:</u> BAVI 3849 Expanding City \$2.00 BAVI 0887 Cities in Crisis 7.50 BAVI 6843 City Reborn 3.50 BAVI 2967 Living City 4.00 BAVI 1696 Place to Live 3.00 BAVI 1487 Urban Sprawl 6.75 BAVI 3345 All of the People All of the Time 5.00 "Junk Dump" Project I-C-E RMC "Garbage", Project I-C-E RMC "The Stream." Project I-C-E RMC <u>Community:</u> Elected officials</p>	<p>(Con't from I.) pesticide control? 8. How vigorous is the community's program for waste disposal? 9. Is there a conservation commission? 10. Is there a local land trust? 11. Is there a soil conservation district? C. Draw conclusions as to desirability of the community. List recommendations for community improvement. D. Inventory fellow students, other teachers, and community members as to attitudes regarding the community. 1. Do you feel this is a progressive community? 2. Would you prefer to live in a progressive or a conservative community? Why? E. Involve community members in recognizing and solving environmental problems--this could be done by means of a public information campaign. F. Investigate possible sources of help (government, business, and other) 1. Chamber of commerce, Dept. of Natural Resources, Better Business Bureau, Project I-C-E G. Record selective family activities that affect the environment for one week. H. Propose a plan changing the activities that affect the use of the environment.</p>

Materials	Continued and Additional Suggested Learning Experiences
	(Con't from I.)
Committee	pesticide control?
	8. How vigorous is the community's program for waste disposal?
	9. Is there a conservation commission?
	10. Is there a local land trust?
	11. Is there a soil conservation district?
	C. Draw conclusions as to desirability of neighborhood. List recommendations for community improvements.
	D. Inventory fellow students, other teachers and staff members as to attitudes regarding the community
2.00	1. Do you feel this is a progressive or conservative community?
7.50	2. Would you prefer to live in a progressive or conservative community? Why? or Why not?
3.50	
4.00	E. Involve community members in recognizing existing problems---this could be done by means of a poster campaign.
3.00	
6.75	F. Investigate possible sources of help (financial and other)
5.00	1. Chamber of commerce, Dept. of Natural Resources, Better Business Bureau, Project ICE CESA 9
RMC	G. Record selective family activities that use the environment for one week.
MC	
RMC	H. Propose a plan changing the activities to make better use of the environment.

C O N C E P T	12. Private ownership must be	Discipline Area
	regarded as a stewardship and should	Subject
	not encroach upon or violate the	Problem Orientation
	individual right of others.	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

SUGGESTED I

Cognitive: Applies stewardship principles when using electrical appliances so resources will be available for future generations.

Affective: Believes in the importance of conserving electricity

Skills to be Learned

- Defining
- Listening
- Demonstrations
- Interviewing
- Writing

- I. Student-Centered in class activity
 - A. Students define and discuss stewardship
 - B. Students listen to guest speaker speaking on electrical capacity of homes (circuits)
 - C. Students give oral reports and lab demonstrations on various home appliances (include voltage requirements)
 - D. Students interview parents and/or read articles on electrical blackouts and electrical rationing
 - E. Students write editorials and/or 25, 50 and 100 word paragraphs from newspaper articles on conservation of electricity and the possible results of not conserving electricity.

ership must be Discipline Area Home Economics
 ewardship and should Subject Management of Personal and Family
 n or violate the Problem Orientation Home Grade Advanced
 of others. Appliances

ACTIVITIES

SUGGESTED LEARNING EXPERIENCES

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 ving

- I. Student-Centered in class activity
 - A. Students define and discuss stewardship
 - B. Students listen to guest speaker speaking on electrical capacity of homes (circuits)
 - C. Students give oral reports and lab demonstrations on various home appliances (include voltage requirements)
 - D. Students interview parents or others and/or read articles on electrical blackouts and electrical rationing
 - E. Students write editorials and/or 25, 50 and 100 years from now articles on conserving electricity and the possible results of not conserving electricity.

- II. Outside Resource and Community Activities
 - A. Wis. Public Service or electric company area representative and/or electrician to speak on electrical capacity in homes.

Resource and Reference Materials Continued and Additional Sugg

Publications:

Reader's Guide

"Ways to Reduce Fuel Consumption
on Household Heating" 0303-0888
"Ways to Reduce Energy Consumption
and Increase Comfort" 7700-020
Consumer Product Info., P.O.Box 1205,
Arlington, VA 22210
Electrical Portable Appliance, G.E.
Housewares Div., Bridgeport, Conn.
06602

Small Cooking Appliances, Home
Service Dept., West Bend, 400 W.
Washington, West Bend, WI 53095
Small Electrical Appliances,
National Presto Ind., Eau Claire,
WI 54702

Audio-Visual:

"What are We Doing to Our World"
7251-7252, \$21.00 BAVI

Community:

Electrician

Wisconsin Public Service or
electric company representative
Newspaper morgue
Library

Materials Continued and Additional Suggested Learning Experiences

Consumption
9303-0888
Consumption
7700-020
, P.O.Box 1205

pliance, G.E.
port, Conn.

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ances,
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Our World"
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ics or
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C	<u>12. Private ownership must be</u>	Discipline Area	Home	ship
O	<u>regarded as a stewardship and should</u>	Subject	Mana	ards
N	<u>not encroach upon or violate the</u>	Problem Orientation	Resc	r v
C	<u>individual right of others.</u>			ot

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Comprehends that private ownership is stewardship and should not encroach upon or violate the rights of others.

Affective: Accepts responsibility for environmental stewardship in relation to private home ownership and rights of others.

Skills to be Learned

Viewing and listening
 Defining
 Discussion
 Writing

SUGGESTED LEARNING

I. Student-Centered in class activity

A. View filmstrip The Housing Crisis and discuss.

B. Define term - stewardship.

C. Small groups

1. Students write mystery stories introducing characters involved and depicting poor environmental stewardship and violation on the rights of others.

2. Divide class into 2 teams have narrator read mysteries and have teams guess "Who Done It"

D. Listen to song "Little Boxes" and discuss housing development and its effects on the rights of others.

E. View and discuss filmstrip The Urban Crisis.

ship must be _____ Discipline Area Home Economics
 rdship and should _____ Subject Management of Personal and Family
 r violate the _____ Problem Orientation Housing Grade Advanced
 others. _____

ES	SUGGESTED LEARNING EXPERIENCES	
s that steward- croach ghts sponsi- al n to and	I. Student-Centered in class activity A. View filmstrip <u>The Housing Crisis</u> and discuss. B. Define term - stewardship. C. Small groups 1. Students write mystery stories introducing characters involved and depicting poor environmental stewardship and violation on the rights of others. 2. Divide class into 2 teams have narrator read mysteries and have teams guess "Who Done It" D. Listen to song "Little Boxes" and discuss housing development and its effects on the rights of others. E. View and discuss filmstrip <u>The Urban Crisis</u> .	II. Outside Resource and Community Activities A. Local government representative to explain local ordinances on: pet control snowmobiling lawn mowing and sprinkling snow blowing sewer pump drainage field burning garbage collection noise pollution air pollution controls water pollution controls

Resource and Reference Materials Continued and Additional Suggested Learning

Publications:

Wood Decay in Houses, How to Prevent and Control It, Consumer Product Information, P. O. Box 1205, Arlington, VA 22210

Buying or Building a Home, Better Business Bureau

National Relocation and Housing Guide, Global Van Lines, One Global Way, Anaheim, Calif. 92803

The House We Live In, An Environmental Reader, Sheridan Blaw and John V. B. Rodenbeck, MacMillan, 1971, \$6.00

Audio-Visual:

The Housing Crisis, filmstrip I-C-E RMC

The Urban Crisis, film, I-C-E RMC

Focus on America, film, I-C-E RMC

The Northwest Region, film, I-C-E RMC

What you Should Know Before you Buy a Home, U.S. Savings & Loan League

Modern talking Pictures Service,
1212 Ave of the Am., N.Y., N.Y. 10036

Garbage, I-C-E RMC

A Place to Live, BAVI 1696, \$3 rental

Junkdump, BAVI 7650, \$9 rental -I-C-E RMC

Cities in Crisis: What's Happening

BAVI 0887 , \$7.50

Community:

Federal Housing Administration

Housing and Urban Development

Housing Authority

Local Contractor

Continued and Additional Suggested Learning Experiences

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ESEA Title III - 59-70-0135-2 Project I-C-E

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3. Environmental factors are limiting Discipline Area Home

on the numbers of organisms living Subject Manage

within their influence, thus, each Problem Orientation Resour Food

environment has a carrying capacity.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
<p><u>Cognitive:</u> Comprehends that food is a limiting factor in world population.</p> <p><u>Affective:</u> Perceives that food will limit the world's carrying capacity.</p>	<p>I. Student-Centered in class activity</p> <p>A. View and discuss the film, "Hungry Angels".</p> <p>B. Watch newspapers and magazines for articles dealing with world food problems.</p> <p>1. Collect and display articles on bulletin board.</p> <p>C. View film, "Secret Hunger", discuss film and answer question, "What way will we handle world food problems in the future?"</p>
<p><u>Skills to be Learned</u></p> <p>Discussion</p> <p>Graphic illus.</p> <p>Listening</p>	

al factors are limiting
of organisms living
fluence, thus, each
s a carrying capacity.

Discipline Area Home Economics
Subject Management of Personal & Family Resources
Problem Orientation Foods & Nutrition Grade Beginning

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
 - A. View and discuss the film, "Hungry Angels".
 - B. Watch newspapers and magazines for articles dealing with world food problems.
 - 1. Collect and display articles on bulletin board.
 - C. View film, "Secret Hunger", discuss film and answer question, "What way will we handle world food problems in the future?"

- II. Outside Resource and Community Activities
 - A. Representative from County Extension Agency or Social Services.
 - 1. Speak to students - "How food problems are handled among the poor".

Resource and Reference Materials	Continued and Additional Suggeste
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Publications:

A Good Life For All
U.S. Dept. of Agriculture
yearbook, I-C-E RMC

Audio-Visual:

Hungry Angels, BAVI, #7349
Secret Hunger, BAVI, #7918
Tomorrow's World: Feeding the
Billions, BAVI, #7561-7562
To Feed the Hungry, BAVI, #7913-
7914

Community:

County Extension
Social Services

ls Continued and Additional Suggested Learning Experiences

C 2. All living organisms interact
 O among themselves and their environ-
 N ment, forming an intricate unit
 C
 E
 P
 T called an ecosystem.

Discipline Area Home
 Subject Mana
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 Problem Orientation in

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive: Comprehends the interaction of foods and the environment which forms an ecosystem.</u></p> <p><u>Affective: Believes in the importance of the interaction foods and environment play in forming an ecosystem.</u></p>	<p>I. Student-Centered in class activity</p> <p>A. Students define ecosystem.</p> <p>B. Students list various ways food is wasted. Ex. down disposal, thrown out in garbage, glutton -- eating more than needed, foods left to spoil, etc.</p> <p>C. Student debate - Clean plate club vs. throwing out undesired food.</p>
<p><u>Skills to be Learned</u></p> <p>Defining Listing Debating Observing</p>	<p>D. Teacher demonstration of food polluting the water system. Ex. Grease suspension, sugar dissolved in water, coffee grounds solution, milk clouding in water, foods run through garbage disposal, salt dissolved in water, etc</p> <p>E. Class go on a field-trip to a sewage system.</p> <p>F. Students write an essay on how they can protect the environment through wise use of food</p>

organisms interact Discipline Area Home Economics
 and their environ- Subject Management of Personal & Family
 intricate unit Problem Orientation Foods Grade Beginning
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IVES	SUGGESTED LEARNING EXPERIENCES	
nds foods ystem. in he nd m.	<p>I. Student-Centered in class activity</p> <p>A. Students define ecosystem.</p> <p>B. Students list various ways food is wasted. Ex. down disposal, thrown out in garbage, glutton -- eating more than needed, foods left to spoil, etc.</p> <p>C. Student debate - Clean plate club vs. throwing out undesired food.</p> <p>D. Teacher demonstration of foods polluting the water system. Ex. Grease suspension, sugar dissolved in water, coffee grounds solution, milk clouding in water, foods run through garbage disposal, salt dissolved in water, etc.</p> <p>E. Class go on a field trip to a sewage system.</p> <p>F. Students write an essay on how they can protect the environment through wise use of foods.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Class take field trip to one or more of the following places to see how food wastes are taken care of:</p> <ol style="list-style-type: none"> 1. Grocery store 2. Sewage plant 3. Fruit and vegetable farm 4. School cafeteria 5. Restaurants 6. Drive-in <p>B. State Board of Health personnel to talk on sanitary food regulations.</p>
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Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u></p> <p>"Eat and Grow Slim", American Institute of Baking 400 East Ontario St. Chicago, Illinois 60611</p> <p>"Home Refuse Storage", Consumer Product Information P.O. Box 1205 Arlington, Va. 22210</p> <p>"Down the Drain", Consumers Institute GE Appliances Park Louisville, Ky. 40225</p> <p><u>Audio-Visual:</u></p> <p>"Food Cycle and Food Chains", BAVI, #5698</p> <p>"Junkdump", Film, I-C-E RMC</p> <p>"Garbage", Film, I-C-E RMC</p> <p>"Food Preparation", Film, BAVI #3163</p> <p><u>Community:</u></p> <p>Grocery store Sewage plant Fruit & vegetable farm School cafeteria Restaurant Drive-in State Board of Health personnel</p>	

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6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area
Subject
Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED
<p><u>Cognitive: Comprehends changes in food sources and diets, throughout history.</u></p> <p><u>Affective: Appreciates technological advancements in provision of food.</u></p>	<p>I. Student-Centered in class activity</p> <p>A. View filmstrip, "Food Through the Ages". Students define areas of history to be researched.</p> <ol style="list-style-type: none"> 1. Ancient civilization 2. Middle Ages 3. Modern times. <p>B. Research factors that affect changing food habits of:</p> <ol style="list-style-type: none"> 1. Technology 2. Mobilization, etc. <p>C. Place results on contrasting forms of pictures, illustrations, slogans, etc.</p> <ol style="list-style-type: none"> 1. Cave man---future 2. Dependency on natural environment---control nature and/or environment---control by man <p>D. Describe and compare resources used in preparation of food in past and present</p>
<p><u>Skills to be Learned</u></p> <p>Identifies Researching Making continuum Interviewing</p>	

resources are not equally available on the earth or over the world. These factors affect the conditions and quality of life.

Discipline Area: Home Economics
 Subject: Management of Personal & Family Resources
 Problem Orientation: Foods Available Grade Beginning Throughout History

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Understand resources and history. Understand the effects of changes in food habits.	I. Student-Centered in class activity A. View filmstrip, "Food Through the Ages". Students define areas of history to be researched. 1. Ancient civilization 2. Middle Ages 3. Modern times B. Research factors that affect changing food habits of: 1. Technology 2. Mobilization, etc. C. Place results on continuum in forms of pictures, illustrations, slogans, etc. 1. Cave man---future 2. Dependency on nature or environment---control of nature and/or environment---control by nature. D. Describe and compare resources used in preparing food in past and present.	II. Outside Resource and Community Activities. A. Interview senior citizen regarding food sources and resources to be used in food preparation. 1. What were some foods or food sources your family or you relied on as a child? 2. What foods do you now rely on? 3. What predictions can you make about the future? 4. What differences do you experience between food now and future food sources?

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="445 947 694 975"><u>Publications:</u></p> <p data-bbox="472 975 1018 1106"> "Organic Gardening" "Prevention Magazine" "Forecast for Home Economics" Feb. 1972 </p> <p data-bbox="445 1273 694 1301"><u>Audio-Visual:</u></p> <p data-bbox="472 1301 1075 1666"> "Food Through the Ages", Science Research Associates "History of Food Preservation" (Ball) "Keeping Food Safe to Eat", Consumer Product Information P.O. Box 1205 Arlington, Va. 22210 "Food for a Modern World", BAVI "History of Pressure Cooking", Presto </p> <p data-bbox="445 1732 637 1761"><u>Community:</u></p>	

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ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Subject Problem Ori

BEHAVIORAL OBJECTIVES

SUGGESTED

Cognitive: Comprehends the source of food energy. Comprehends the body's need for nutritious foods.

Affective: Appreciates the sun as a supplier of nutrients.

Skills to be learned
 Graphic illustration
 Research
 Defining
 Discussion

- I. Student-Centered in c activity
 - A. View and discuss t "The Magic Alphabet
 - B. Students define in own words, the foll terms:
 - 1. Nutrition
 - 2. Vitamin
 - 3. Nutrients
 - 4. Fats
 - 5. Protein
 - 6. Carbohydrates
 - 7. Minerals
 - C. Students research n as to kind, source, function and fill o prepared worksheet.
 - D. Charades with nutriti
 - 1. Students divide t two groups.
 - 2. Each group makes list of nutrients the other group.
 - 3. Object is for the students to guess specific nutrient that is portrayed
 - E. Students prepare no to be handed in on Nutrients. (cont.)

the sun, the basic energy, is converted photosynthesis into ing things can use

Discipline Area Home Economics
 Subject Human Growth & Child Development
 Problem Orientation Nutrition Grade Beginning

SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
- A. View and discuss the movie, "The Magic Alphabet".
 - B. Students define in their own words, the following terms:
 - 1. Nutrition
 - 2. Vitamin
 - 3. Nutrients
 - 4. Fats
 - 5. Protein
 - 6. Carbohydrates
 - 7. Minerals
 - C. Students research nutrients as to kind, source, function and fill out prepared worksheet.
 - D. Charades with nutrients.
 - 1. Students divide into two groups.
 - 2. Each group makes up a list of nutrients for the other group.
 - 3. Object is for the students to guess the specific nutrient that is portrayed.
 - E. Students prepare notebook to be handed in on Nutrients. (cont.)

- II. Outside Resource and Community Activities
- A. School nurse to speak on "Role Nutrients play in personal health".

Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u></p> <p>"Homemaking for Teenagers" Text chapter 13; book 2 McDermott, Norris & Nicholas Chas. A. Bennett Co., Inc. 809 W. Detweiller Drive Peoria, Illinois 61614 Also at I-C-E RMC</p> <p>"Food and You" and "The Wonder of You", American Inst. of Baking 400 E. Ontario St. Chicago, Ill. 60611</p> <p><u>Audio-Visual:</u></p> <p>"Food That Builds Good Health", BAVI, #6716 "Magic Alphabet", BAVI, #1313 "Vitamin D, The Builder", BAVI, #3481 "Nutritional Needs of Our Bodies", BAVI, #1834 "Nutritional Quackery", BAVI #6993 "Nutrition Chart" Lifetime Stainless Steel Cookware West Bend, Wi.</p> <p><u>Community:</u> County Extension Agent School Nurse</p>	<p>I. (cont.)</p> <p>1. Illustrate a. Kind b. Source c. Function</p> <p>F. Students play "Nutri-Bing"</p> <p>G. Students participate in b question: "What is the ul energy?"</p>

Continued and Additional Suggested Learning Experiences

I. (cont.)

1. Illustrate

a. Kind

b. Source

c. Function

F. Students play "Nutri-Bingo".

G. Students participate in buzz session to answer question: "What is the ultimate source of all energy?"

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C O N C E P T

9. Man has the ability to manage, manipulate, and change his environment.

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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Applies nutritional principles in managing, manipulating and changing the environment.</p> <p><u>Affective:</u> Develops a nutritional plan for managing, manipulating, and changing the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. View the filmstrip, "The Real You" and discuss.</p> <p>B. Review Basic 4 and 6 nutrient classifications.</p> <p>C. Students record diet for 3 days and analyze in terms of calories, costs, and nutritional requirements</p> <p>D. Students suggest changes to make diet nutritionally adequate and also in terms of cost (low cost, moderate cost and high cost).</p> <p>E. Students plan a nutritional adequate week's menu for a low income family.</p>
<p><u>Skills to be Learned</u></p> <p>Viewing</p> <p>Reviewing</p> <p>Recording</p> <p>Developing a plan</p>	

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. View the filmstrip, "The Real You" and discuss.
- B. Review Basic 4 and 6 nutrient classifications.
- C. Students record diet for 3 days and analyze in terms of calories, costs, and nutritional requirements.
- D. Students suggest changes to make diet nutritionally adequate and also in terms of cost (low cost, moderate cost and high cost).
- E. Students plan a nutritionally adequate week's menu for a low income family.

II. Outside Resource and Community Activities

- A. A representative from a social service and welfare department to speak on food stamps and low cost meals for aged, etc.
- B. A county extension agent to talk on the expanded nutrition program.
- C. Dietician to talk on general nutritional needs.

Resource and Reference Materials	Continued and Additional Suggested Leads
<p><u>Publications:</u></p> <p>"Family Food Budgeting" #0100-0873 "Calories & Weight", #0100-0813 "Nutrition, Nonsense and Sense" #7700-056 "Family Food Buying", #0100-1117 All available from Consumer Product Information P.O. Box 1205 Arlington, Va. 22210 "Home Meal Planner", Gen'l Foods White Plains, N.Y. 10602 "Important Facts About Iron" Consumer Products Div. Miles Laboratories, Inc. Elkhart, Ind. "Vitamins and Your Health", Nat'l Vitamin Foundation 250 W. 57th St. New York, N.Y. 10019 "Nutrient Content of Various Food Products" Sealtest Foods, Consumer Service 605 3rd Ave. New York, N.Y. 10022</p> <p><u>Audio-Visual:</u></p> <p>"The Real You", Consumer Comm. Dept. Nat'l Livestock & Meat Board 36 S. Wabash, Chicago, Il. 60603 "Acne", Modern Talking Picture Serv. 1212 Ave. of the Americas New York, N. Y. 10036</p> <p><u>Community:</u></p> <p>Representative - social service welfare department</p>	

Continued and Additional Suggested Learning Experiences

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C O N C E P T 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. Discipline Area Subject Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Applies information about foods available throughout the world to own food sources and diet.</p> <p><u>Affective:</u> Acquaints self with unfamiliar foods.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students organize into groups to brainstorm types of foods available from:</p> <ol style="list-style-type: none"> 1. Land <ol style="list-style-type: none"> a. Tropical b. Moist c. Arid d. Temperate e. Polar 2. Water <ol style="list-style-type: none"> a. Fish b. Salt c. Surface d. Bottom <p>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandinavian, Oriental, French, etc.).</p> <p>C. Test panel on unfamiliar foods found in previous reports.</p>
<p><u>Skills to be Learned</u></p> <p>Identify food sources</p> <p>Draw conclusions</p> <p>Tasting</p>	

resources are not equally Discipline Area Home Economics
 d over the earth or over Subject Management of Personal & Family
 greatly affect the Problem Orientation Available Food Grade Intermediate
 conditions and quality

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>plies infor- foods avail- ut the food sources</p> <p>quaints self ar foods.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students organize into groups to brainstorm types of foods available from:</p> <ol style="list-style-type: none"> 1. Land <ol style="list-style-type: none"> a. Tropical b. Moist c. Arid d. Temperate e. Polar 2. Water <ol style="list-style-type: none"> a. Fish b. Salt c. Surface d. Bottom <p>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandinavian, Oriental, French, etc.).</p> <p>C. Test panel on unfamiliar foods found in previous reports.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Interview people who have traveled in other areas or are natives of other areas.</p> <ol style="list-style-type: none"> 1. What staples do you use in your country? 2. How does geography affect food? etc. <p>B. Specialty or foreign food store.</p>
<p>Learned sources ons</p>		

Resource and Reference Materials	Continued and Additional Sugges
<p><u>Publications:</u> "Organic Gardening" "Prevention Magazine" "Forecast" "Seafood and Health", 7700-079 Consumer Product Information P.O. Box 1205 Arlington, Va. 22210.</p>	
<p><u>Audio-Visual:</u> "Food Cycle and Food Chains", BAVI "Tomorrow's World: Feeding the Billions", BAVI</p>	
<p><u>Community:</u> Specialty stores Exchange students Natives of other lands Restaurant chefs</p>	

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1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area _____
Subject _____
Problem Orientation _____

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Applies knowledge of photosynthesis to growing garden.</p> <p><u>Affective:</u> Acquaints himself with process of gardening that enhances the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Research plant growth</p> <ol style="list-style-type: none"> 1. Germination 2. Photosynthesis 3. Plant cycle <p>B. Collect and display a variety of seeds, (hybrid treated, and natural).</p> <p>C. Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heap, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).</p> <p>D. Beautify school grounds by planting and caring for a variety of plants.</p> <p>E. Grow a variety of herbs & spices for classroom use in foods.</p> <p>F. Write reports on various observations in growing different seeds and plants under a variety of conditions.</p> <p>G. Research and report on growing variations (cont.)</p>
<p><u>Skills to be Learned</u></p> <p>Organic gardening</p> <ul style="list-style-type: none"> Seeding Planting Fertilizing Pest control Harvesting Observation 	

Discipline Area Home Economics
Subject Management of Personal & Family Resources
Problem Orientation Gardening (foods) Grade Intermediate
for

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
Research plant growth
1. Germination
2. Photosynthesis
3. Plant cycle
Collect and display a variety of seeds, (hybrid, treated, and natural).
Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heap, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).
Beautify school grounds by planting and caring for a variety of plants.
Grow a variety of herbs & spices for classroom use in foods.
Write reports on various observations in growing different seeds and plants under a variety of conditions.
Research and report on growing variations (cont.)

II. Outside Resource and Community Activities
A. Guest speaker - vocational agriculture teacher on food growing techniques.
B. Health food store proprietor or manager of a large fruit or vegetable farm to speak on the desirability of organic vs chemically controlled and manipulated food production.
C. Visit to florist to learn gardening methods and various ways of controlling pests.

<u>Resource and Reference Materials</u> <u>Publications:</u>	<u>Continued and Additional Suggest</u> <u>I. (cont.)</u>
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<p>"The Bissell Home Handbook of Gardening", Bissell "Agricultural Chemicals" Manufacturing Chemical Assoc. "How Does Your Garden Grow" S. C. Johnson & Son "Flowers & Plants - Their Care & Arrangement", Soc. Am. Florists "For a World of Plenty", Union Carbide "Organic Gardening" - periodical "Insects & Diseases of Vegetables in Home Gardens", Gen. Service</p> <p><u>Audio-Visual:</u> "Making the Most of a Miracle", Am. Plant Food Journal "Roots and All", Ag. Div. Am Cyanide Co. "Facts about Pesticides" Manufacturing Chemists "See What Seed Can Do For You", Nat'l Garden Bureau "Food From the Sun", #6742 BAVI</p> <p><u>Community:</u> Field trip to an organic garden (compost heap) and a health food store, etc. Florist Voc. Ag. teacher</p>	<p>under other climate conditions levels, severe weather conditions</p>
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Continued and Additional Suggested Learning Experiences

I. (cont.)

under other climate conditions (altitude, humidity levels, severe weather conditions, etc.).

ESEA Title III - 59-70-0135-2 Project I-C-2

C O N C E P T	<u>6. Natural resources are not equally</u>	Discipline Area	How	are
	<u>distributed over the earth or over</u>	Subject	Map	ea
	<u>time and greatly affect the</u>	Problem Orientation	Res	fect
	<u>geographic conditions and quality</u>		Av	is a
	<u>of life.</u>		Qu	

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Analyze effects of available foods on quality of life.

Affective: Devoted to the ideals of solving world food problems.

Skills to be Learned
 Food preparation
 Research
 Graphic illustrations
 Defining
 Discussion
 Developing projects

- I. Student-Centered in class activity
 - A. Students define quality of life in terms of food available.
 - B. Lab on government commodity food preparation and low cost foods.
 - C. Develop project to support children's Relief Fund or develop project to give food to a poor family in the area.
 - D. Search for current news articles about world food problems.
 1. Students note effects of quality of life and underline factors causing the food problems.
 - E. Students prepare bulletin board on "Current Food Problems".
 1. Display news articles around map indicating specific area of food problem. Example: Kwashiokor - Biafria
 - F. Research effects of food additives and (cont.)

How are not equally Discipline Area Home Economics
 Made earth or over Subject Management of Personal & Family Resources
 Reason affect the Problem Orientation Effect of Grade Advanced
 Available Available Foods on
 Quality Quality of Life

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Students define quality of life in terms of food available.
 - B. Lab on government commodity food preparation and low cost foods.
 - C. Develop project to support children's Relief Fund or develop project to give food to a poor family in the area.
 - D. Search for current news articles about world food problems.
 - 1. Students note effects on quality of life and underline factors causing the food problems.
 - E. Students prepare bulletin board on "Current Food Problems".
 - 1. Display news articles around map indicating specific area of food problem. Example: Kwashiokor - Biafra
 - F. Research effects of food additives and (cont.)

- II. Outside Resource and Community Activities
- A. AFS student to relate food problem on his own country.
 - B. Community member to speak on raising organic foods.

Resource and Reference Materials
Publications:

- "Today's Health"
- "Prevention Magazine"
- "Organic Gardening"
- "For a World of Plenty"
Union Carbide
- "Life" magazine, June 1972, issue
on mercury poisoning of fish

Audio-Visual:

- "Nutrition for Young Minds"
University Extension
- "Expanded Nutrition Program"
University Extension or BAVI
- "Food and People", BAVI
- "Who Shall Reap", BAVI
- "Fraud Fighter", BAVI

Community:

- AFS student
Community member who raises
organic foods

Continued and Additional Suggested

I. (cont.)

- pesticides on available food
- 1. Students view effects of
additives on foods under
- 2. Students compare naturally
with additives.
- G. Report on current research a
to available foods affecting
- Example: Mercury poisoning,
- H. Students make up a menu for
orally respond to eating food
menu.

Bulletin Board Idea: "Cycle

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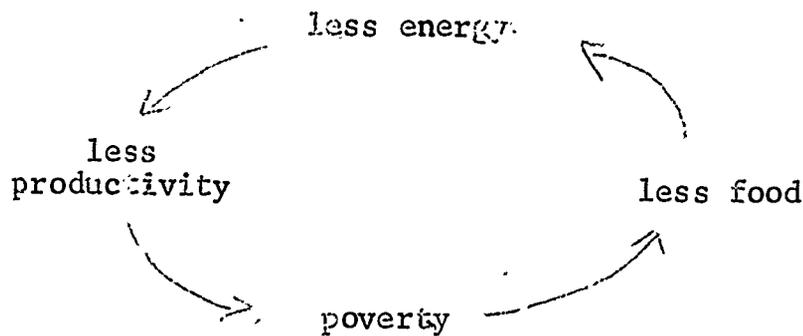
Continued and Additional Suggested Learning Experiences

I. (cont.)

pesticides on available foods:

1. Students view effects of pesticides and additives on foods under microscope (or)
 2. Students compare naturally grown foods with additives.
- G. Report on current research and legislation related to available foods affecting the quality of life.
Example: Mercury poisoning, botulism, seaweed, etc.
- H. Students make up a menu for the year 2,000 and orally respond to eating foods on this type of menu.

Bulletin Board Idea: "Cycle of too little food".



C 11. Individual acts, duplicated or Discipline Area How
 C compounded, produce significant Subject Man
 C environmental alterations over Problem Orientation Res
 E time. Additiv na
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Comprehends the role food additives and pesticides play in environmental alterations over time.

Affective: Sensitive to the effects food additives and pesticides play in the environment.

Skills to be Learned
 Defining
 Collecting
 Research
 Exhibits
 Graphic illustration
 Comparison
 Experimentation
 Debate

- I. Student-Centered in class activity
 - A. Students define food additives.
 - B. Students collect cans, bag boxes, etc. of food.
 1. Read labels to determine and list the food additives.
 - C. Students research the function of the various additives, and suggest alternate methods of preserving and enriching foods (Example: Fortified, enriched, preserved, etc.)
 - D. Students exhibit preservative products and label function in preserving foods.
 - E. Students compare foods with and without preservatives (Ex. - Set out slice of bread, one with preservative and one without).
 - F. Students make chart showing types and functions of pesticides.
 - G. Students treat one variety of plant with different types of pesticides and

(cont.)

Resource and Reference Materials

Publications:

- "The Silent Spring", Rachael Carson
- "Pesticides and the Living Landscape", Robert L. Rudd, University of Wis. Press Box 1379, Madison, Wi.
- "Pesticides and You" and "Food Additives and You" University of Wis. Extension Madison, Wi.
- "Pesticides", 5504-0002 Consumer Product Information P.O. Box 1205 Arlington, Va. 22210
- "Everyday Facts About Food Additives", Manufacturing Chemists Assn. 1325 Connecticut Ave. N.W., Washington, D. C. 20009
- "Adolph's Granulated Sugar" Adolph's Ltd. 1800 W. Magnolia Blvd., Burbank, Calif.
- "Adolph's Low Sodium Products", Adolph's Ltd.
- "Pesticides are Perilous", I-C-E RMC

Audio-Visual:

- "Pesticides" (In the Ecological Crisis Series) Kit 14, I-C-E RMC
- "What Are We Doing to Our World?" BAVI, #7251-7252

Community:

- Agriculture teacher
- Exterminator
- Food & Drug Admin. representative
- (cont.)

Continued and Additional Suggested I

I. (cont.)

- determine effects (Ex. - Grow cartons and treat with pesticide growth of differently treated)
- H. Students debate use of chemical additives and their effect on

Community: (cont.)

- Canning Co. representative
- Farmer
- Agriculture Extension Agent

ued and Additional Suggested Learning Experiences

ont.)
determine effects (Ex. - Grow beans in milk
cartons and treat with pesticides, then note
growth of differently treated bean plants.).
Students debate use of chemical pesticides and
aditives and their effect on the environment.

unity: (cont.)
anning Co. representative
rmer
griculture, Extension Agent

ESEA Title III - 59-70-0135-2 Project I-C-1

C O N C E P T	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Subject Problem Orientation Aspect	Ho Pa g a Asp yst
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Analyzes the social and psychological effect clothing has on family and community systems.</p> <p><u>Affective:</u> Deliberately examines a variety of clothing options and their interrelation in ecosystem.</p>	<p>I. Student-Centered in class activity</p> <p>A. View filmstrip, "Clothing Communicates" and discuss.</p> <p style="padding-left: 20px;">1. Students brainstorm to tell how they can identify persons by what they wear.</p> <p style="padding-left: 40px;">a. Nurses, police, butcher, etc.</p> <p>B. Class writes personal reactions to a teacher-presented picture of a person. Ex - hippy - libera</p> <p>C. Students keep journal of other people's reactions to changing personal dress styles for 3 days. Ex. - student wears black finger nail polish and records others' reactions.</p> <p style="padding-left: 20px;">1. Student then divides reactions into 3 groups.</p> <p style="padding-left: 40px;">a. Teacher</p> <p style="padding-left: 40px;">b. Students</p> <p style="padding-left: 40px;">c. Other school personnel</p> <p style="padding-left: 20px;">2. Determine any difference</p>
<p><u>Skills to be Learned</u></p> <p>Observation</p> <p>Recording</p> <p>Discussion</p>	

Resource and Reference Materials	Continued and Additional Suggested	C
<p><u>Publications:</u> <u>Dress</u>, Eleanor J. Gawne, Bass O. Cerke, Chapter 1 <u>Clothing A Study In Human Behavior</u>, Ryan, Mary S., Holt 1965.</p>		
<p><u>Audio-Visual:</u> "Clothing Communicates", filmstrip, J. C. Fenny Co. "Young Fashion Forecast", Public Relations, Dept. 703 Sears Roebuck & Co. 3301 West Arthington St. Chicago, Il. 60607 "Appearance Counts", Home Econ Service Bureau, The Van Heusen Co. 417 Fifth Ave. New York, N.Y. 10016</p>		
<p><u>Community:</u></p>		

sted Continued and Additional Suggested Learning Experiences

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10. Short-term economic gains may
produce long-term environmental
losses.

Discipline Area _____

Subject _____

Problem/Orientation _____

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BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Analy.
implications regarding use
of resources for textiles
and the effects on
environmental losses.

Affective: Assumes
responsibility for
protecting the environ-
ment when selecting
textiles.

Skills to be Learned
Textile collection
Research
Report
Brainstorm
Laboratory procedures

- I. Student-Centered in class activity
- A. Textile Resources
1. Students identify textile sources of man-made and natural textiles. (Include fiber history)
 2. Students make up crossword puzzle using different textile terms.
 3. Students make continuous natural textiles and on synthetic textile to see how the environment is affected. (Ex. - picture of lamb to cloth and discussion of the effect on the environment.)
- B. Student group's study of natural fibers and the effect on land use and depletion natural resources: land preparation and restoration textile production per acre amount of raw material to finished product, population density in areas of textile production, pollution caused by textile production. (Report findings to class (cont.))

ESEA Title III - 59-70-0135-2 Project I-C-E

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economic gains may Discipline Area Home Economics
environmental Subject Management of Personal & Family Resources
 Problem Orientation Clothing & Textiles Grade Advanced

USES **SUGGESTED LEARNING EXPERIENCES**

use
les

- I. Student-Centered in class activity**
- A. Textile Resources**
1. Students identify textile sources of man-made and natural textiles. (Include fiber history)
 2. Students make up crossword puzzle using different textile terms.
 3. Students make continua on natural textiles and one synthetic textile to see how the environment is affected. (Ex. - picture of lamb to cloth and discussion of the effects on the environment.)
- B. Student group's study of natural fibers and the effect on land use and depletion of natural resources: land preparation and restoration, textile production per acre, amount of raw material to finished product, population density in areas of textile production, pollution caused by textile production. (Report findings to class in (cont.)**

- II. Outside Resource and Community Activities**
- A. Fabric store representative to talk about the stability of various textiles.
 - B. Mill representative to talk about textile production.
 1. How much raw material is needed for a yard of finished product?
 2. What types of pollution do textile industries have to work with?
 3. How are flawed textiles disposed of?

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p><u>Understanding Today's Textiles</u> J. C. Penny's Fiber Primer, Am. Cyanamid Co. <u>Fabric Dictionary</u>, Ed. Dept. Butterick <u>Man-Made Fibers</u>, Man-Made Fiber Producers Assoc. <u>The Wool Story</u>, Pendleton Wool Mills <u>Fiber and Fabrics</u>, Ed. Dept. Vogue Pattern Co. University Extension Pub.</p> <p><u>Audio-Visual:</u></p> <p>"Man-Made Fibers", DuPont Mar'1 Assoc. Manufacturers "Can You Imagine", Modern Talking Pictures 1212 Avenue of the Americans New York, N.Y. "Silk Makers of Japan", BAVI "FMC Fibers and Films", Am Viscose Div. FMC Corp.</p> <p><u>Community:</u></p> <p>Area housewife to talk about how she disposes of clothing & other textiles that she no longer uses. Hospital representative to talk about the types of textiles used in the hospitals and what is done to kill germs and how they dispose of worn out textiles.</p>	<p>I. (cont.)</p> <p>in small group discussion at</p> <p>C. Students do laboratory tests down of fibers (Ex. burning to see if it can be broken to the environment.).</p>

ted s | Continued and Additional Suggested Learning Experiences

- I. (cont.)
 - in small group discussion atmosphere.)
 - C. Students do laboratory tests to determine break down of fibers (Ex. burning cotton, nylon, etc. to see if it can be broken down and reclaimed to the environment.).

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ESEA Title III - 59-70-0135-2 Project I-C-E

<p>C O N C E P T</p>	<p>3. <u>Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.</u></p>	<p>Discipline Area Subject Problem Orientation</p>
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BEHAVIORAL OBJECTIVES

Cognitive: Cultural, economic, and social principles are applied to clothing selection. Comprehends the role values and attitudes play in clothing selection.

Skills to be Learned
 Listing
 Clothing Coordination
 Discussion

SUGGESTED LEARNING ACTIVITIES

- I. Student-Centered in class activity
 - A. Clothing selection factors
 1. Students list cultural factors that affect clothing selection. (Ex.-Amish wear black clothing, Indians wear beads.)
 2. Students list economic factors that affect clothing selection. (Ex.-Wages, job, etc.)
 3. Students list social factors that affect clothing selection. (Ex.-upper class, gems, furs, etc.)
 - B. Cardboard Doll Activity
 1. Students use cardboard doll and cut-out clothes using economic, social and cultural situations dress doll appropriately to fit the role (if students have not had design principles related to clothing they should be used in conjunction with dressing the doll.)
 2. Students discuss the values & attitudes of the dress dolls.

omic, social, and

Discipline Area Home Economics

determine status

Subject Personal & Family Relationships

nd attitudes

Problem Orientation Clothing Selection Grade Intermediate

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SUGGESTED LEARNING EXPERIENCES

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on

- I. Student-Centered in class activity
 - A. Clothing selection factors
 1. Students list cultural factors that affect clothing selection. (Ex.-Amish wear black clothing, Indians wear beads.)
 2. Students list economic factors that affect clothing selection. (Ex.-Wages, job, etc.)
 3. Students list social factors that affect clothing selection. (Ex.-upper class, gems, furs, etc.)
 - B. Cardboard Doll Activity
 1. Students use cardboard doll and cut-out clothes using economic, social and cultural situations--dress doll appropriately to fit the role (if students have not had design principles related to clothing they should be used in conjunction with dressing the doll.)
 2. Students discuss the values & attitudes of the dressed dolls.

- II. Outside Resource and Community Activities
 - A. Botique shop proprietor (Buyer from men and/or women's dept. store.)
Talk about how "Clothes Make the Man."

Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u> <u>How to Plan a Wardrobe</u> Good Housekeeping Bulletin <u>Make Fashion Work For You</u> Educational Dept. Vogue Pattern Service Box 1752 Altoona, Pa. <u>Dress, Gawne and Cerke, Chapter 1</u></p>	
<p><u>Audio-Visual:</u> Vogue - magnetic doll <u>Films:</u> <u>Clothes and You: Line & Proportion</u> c/o Film Library New York State College Cornell University Ithaca, New York <u>filmstrips:</u> <u>Managing Your Clothing Dollars</u> Money Management Institute Household Finance Corp. Chicago, Illinois <u>Figure Flattery through optical</u> <u>illusions</u> Educational Dept. The Singer Co. 30 Rockefeller Plaza New York</p>	
<p><u>Community:</u></p>	

als Continued and Additional Suggested Learning Experiences

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C	7. Factors such as facilitating trans-	Discipl	ili
O	portation, economic conditions, popu-	Subject	ndi
N	lation growth, and increased leisure	Problem	rea
C	time have a great influence on changes		uen
E	in land use and centers of population density.		S o

BEHAVIORAL OBJECTIVES

SUGGESTED

ESEA Title III - 59-70-0135-2 Project I-C-E

Cognitive: Comprehends the effect changes in family clothing have had on land use.

Affective: Is sensitive to the effect changes in family clothing have had on land use.

- I. Student-Centered in class activity
 - A. Students brainstorm--
 Situation - You are part of a family before the advent of ready-to-wear clothing. How do you get your clothes?
 - B. Students research the beginning of ready to wear
 Work sheet sample quest
 1. What factors caused switch from hand made clothing to ready-to-wear?
 2. How did this change effect the life style of the American woman?
 3. In what ways has this effected how we use land in America? (prior to this family farms had sheep to produce wool for cloth, etc.)
 4. When did the ready-to-wear industry take over the major clothing production in the country?

Skills to be Learned
 Research
 Observation

(cont.)

Facilitating trans- Discipline Area Home Economics
itions, popu- Subject Human growth and development
reased leisure Problem Orientation Clothing and Grade Intermed.
uence on changes textiles
s of population density.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students brainstorm--
Situation - You are part of a family before the advent of ready-to-wear clothing. How do you get your clothes?
- B. Students research the beginning of ready to wear. Work sheet sample questions.
1. What factors caused the switch from hand made clothing to ready-to-wear?
 2. How did this change effect the life style of the American woman?
 3. In what ways has this effected how we use our land in America? (prior to this family farms had sheep to produce wool for cloth, etc.)
 4. When did the ready-to-wear industry take over the major clothing production in this country?

(cont.)

II. Outside Resource and Community Activities

- A. History teacher
1. How family clothing was obtained before the advent of ready-to-wear?
 2. Factors influencing the advent of ready-to-wear.
- B. Museum-look at clothing that was made at home
- C. State Historical Society or local representative speak on clothing and bring in samples.

Resource and Reference Materials	Continued and Additional Su
<p><u>Publications:</u> <u>History of Costume, text</u> American and World history texts</p> <p><u>Audio-Visual:</u> <u>Historical Fashion Portfolio,</u> <u>McCall's</u></p> <p><u>Community:</u></p>	<p>I. (cont.) C. Visit museum to study before ready-to-wear. 1. How had this change 2. How has this change 3. How has this affect style?</p>

Continued and Additional Suggested Learning Experiences

I. (cont.)

C. Visit museum to study clothing made entirely at home before ready-to-wear.

1. How had this changed clothing styles?
2. How has this changed family land use?
3. How has this affected the American woman's life style?

ESEA Title III - 59-70-0135-2 Project I-C-E

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density

Discipline
Subject
Problem Ori

BEHAVIORAL OBJECTIVES

Cognitive: Recognizes the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density.

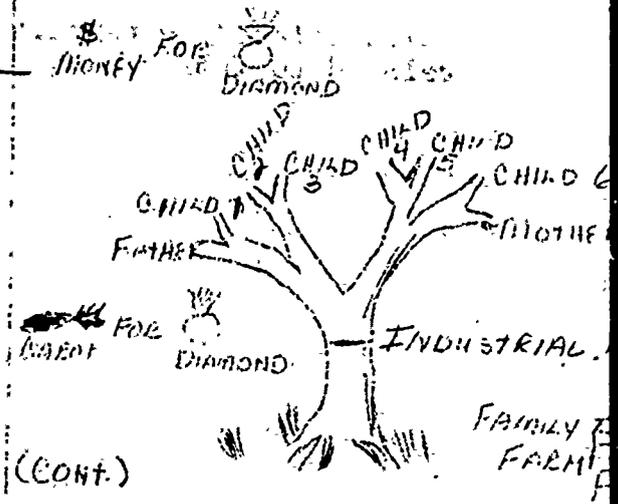
Affective: Develops an awareness the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density.

SUGGESTED

- I. Student-Centered in class activity
 - A. Research t il and cloth inventions at were used just before the industrial revolution (sewing machi cotton gin, etc.)
 - B. Class small groups and speculate on the effects of the industrial revolution on family, land use and centers of population.
 - C. Class bulletin board illustrating:

Skills to be Learned

- Research
- Discussion
- Graphic illustration
- Logical thinking



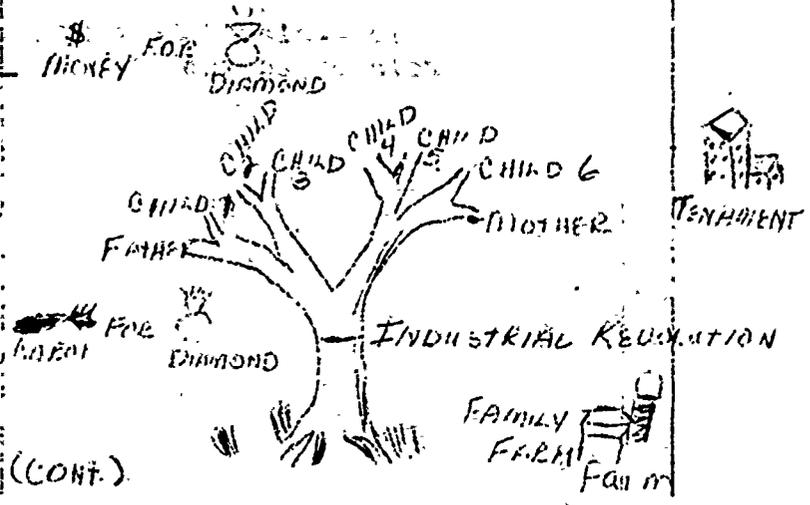
(CONT.)

facilitating trans- Discipline Area Home Economics
 e conditions, popu- Subject Management of personal and family resources
 increased leisure Problem Orientation Clothing and Grade Beginning
 influence on changes Textile Ind. Revolution
 centers of population density

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity**
- A. Research textil and clothing inventions that were used just before the industrial revolution (sewing machine, cotton gin, etc.)
 - B. Class small groups and speculate on the effects of the industrial revolution on family, land use and centers of population.
 - C. Class bulletin board illustrating:

- II. Outside Resource and Community Activities**
- A. Social studies or history teacher talk on industrial revolution
 - B. Local museum
 - C. State Historical Society



Resource and Reference Materials	Continued and Additional
<p data-bbox="480 810 728 840"><u>Publications:</u></p> <p data-bbox="498 840 1064 1134"> Social studies text <u>Oliver Twist</u>, Dickens <u>David Copperfield</u>, Dickens <u>Dress</u>, Gawne & Cerke Newspaper mogues Old magazines Cotton poster, National Cotton Council, P.O. 12285, Memphis 38112 </p> <p data-bbox="480 1363 718 1393"><u>Audio-Visual:</u></p>	<p data-bbox="1263 810 1446 840">I. (cont.)</p> <p data-bbox="1299 840 1718 1042"> C. The tree trunk illu Industrial Revoluti used the land direc illustrate the effe family (separation to city housing com </p> <p data-bbox="1299 1042 1718 1143"> D. Class makes textile class research on i production. </p> <p data-bbox="1299 1143 1718 1304"> E. Students role play students ask questi before). Ex., studen (must answer first answers with facts. </p> <ol data-bbox="1354 1304 1718 1602" style="list-style-type: none"> 1. Where do you live 2. Where did you live 3. How many hours do 4. How much do you 5. What is the place 6. How do you get to 7. What are the work 8. How many hours do 9. Do all the member <p data-bbox="1354 1632 1718 1701"> Roles related to tex related to family. </p>

Continued and Additional Suggested Learning Experiences

I. (cont.)

- C. The tree trunk illustrates the farm family before the Industrial Revolution (the family was close knit and used the land directly.) The top branches of the tree illustrate the effect the Industrial Revolution of the family (separation of family to work in factories, move to city housing complex, change barter to money, etc.)
- D. Class makes textile industry continuum incorporating class research on inventions and illustrating cotton production.
- E. Students role play actual people of the times and other students ask questions (students write questions night before). Ex., student plays 14 year old factory worker (must answer first person present tense and support answers with facts.) Typical questions:
 1. Where do you live?
 2. Where did you live before you moved to the city?
 3. How many hours do you work each day?
 4. How much do you earn?
 5. What is the place you live in like?
 6. How do you get to work?
 7. What are the working conditions?
 8. How many hours do you work?
 9. Do all the members of your family work?

Roles related to textile industry and questions related to family.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	1. Energy from the sun, the basic source	Discipline Area	Home Eco
	of all energy, is converted through	Subject	Managemen
	plant photosynthesis into a form all	Problem Orientation	Texti
	living things can use for life processes.		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIEN	
<p><u>Cognitive:</u> Recognizes the role of the sun's energy in the production of natural textile fibers and textiles role in life processes.</p> <p><u>Affective:</u> Perceives the relationship between the sun's energy and natural textiles production and their role in life processes.</p>	<p>I. Student-Centered in class activity</p> <p>A. View "Cotton, Nature's Wonder Fiber."</p> <ol style="list-style-type: none"> 1. Discuss how sun's energy relates to cotton production. 2. Have students list how they personally use cotton. Ex., cotton balls, clothing, bedspreads, Q-tips.) <p>B. View "Wool, Golden Fleece."</p> <ol style="list-style-type: none"> 1. Students discuss how sun's energy relates to wool production. 2. Students list how they personally use wool. Ex., clothing, blankets, rugs, boot linings). <p>C. View "Silkmakers of Japan."</p> <ol style="list-style-type: none"> 1. Discuss sun's energy in relation to the production of silk. 2. Students list how they personally use silk. Ex., clothing, pillow cases, etc.) 	<p>II. Outside R</p> <p>Community</p> <p>A. Area in persona ground or wool</p>
<p><u>Skills to be Learned</u></p> <p>Viewing</p> <p>Researching</p> <p>Discussing</p> <p>Listing</p>		
		(cont.)

the basic source Discipline Area Home Economics
acted through Subject Management of Personal and
to a form all Problem Orientation Textiles Grade Beginning
or life processes.

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. View "Cotton, Nature's Wonder Fiber."
 - 1. Discuss how sun's energy relates to cotton production.
 - 2. Have students list how they personally use cotton. Ex., cotton balls, clothing, bedspreads, Q-tips.)
 - B. View "Wool, Golden Fleece."
 - 1. Students discuss how sun's energy relates to wool production.
 - 2. Students list how they personally use wool. Ex., clothing, blankets, rugs, boot linings).
 - C. View "Silkmakers of Japan."
 - 1. Discuss sun's energy in relation to the production of silk.
 - 2. Students list how they personally use silk. Ex., clothing, pillow cases, etc.)

(cont.)

- II. Outside Resource and Community Activities
- A. Area individual who has had personal contact and/or background in cotton, silk, linen or wool production.

Resource and Reference Materials

Publications:

Fiber and Fabrics, Ed. Dept. Vogue
Pattern Service, Butterick Co.,
P.O. Box 1752, Altoona, PA
Dress, text Gawne and Oerke, Chp. 3

Audio-Visual:

"Cotton, Nature's Wonder Fiber,"
BAVI, 4724
"Wool-Golden Fleece," BAVI, 2482
"Silk Makers of Japan," BAVI
"Plant and Their Importance,"
BAVI, 1632

Community:

Continued and Additional Suggested

I. (cont.)

- D. Research flax and linen cycle
presentations on flax and lin
1. Discuss the sun's energy a
production of silk.
 2. Have students list how the
(Ex., table clothes, cloth

Materials

Continued and Additional Suggested Learning Experiences

Vogue
Co.,
Chp. 3

I. (cont.)

D. Research flax and linen cycle and/or individual student presentations on flax and linen production.

1. Discuss the sun's energy and how it relates to the production of silk.
2. Have students list how they personally use linen (Ex., table clothes, clothes, handkerchiefs.)

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C	Natural resources are not equally	Discipline Area
O	distributed over the earth or over	Subject
N	time and greatly affect the geographic	Problem Orientation
C	conditions and quality of life.	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LE
<p><u>Cognitive:</u> Comprehends the significance of textile distribution and the affects on the quality of life.</p> <p><u>Affective:</u> Appreciates the role textile distribution plays on the quality of life.</p>	<p>I. Student-Centered in class activity</p> <p>A. Visit import store and/or import section of stores to view types of imported fabrics and clothing</p> <p>B. Research the origin of specific textiles (wool, Irish linen, Pendelton wool, Scotch plaid, cotton, nylon, acrylic, lace, etc.)</p>
<p><u>Skills to be Learned</u></p> <p>Research</p> <p>Display</p> <p>Map reading</p>	<p>C. Pin point on world map area of specific textile origin (with miniature flags)</p> <p>D. Collect and display samples of researched textiles. Ex., garment made of this silk)</p>

not equally
earth or over
the geographic
of life.

Discipline Area Home Economics
Subject Management of Personal and Family Resources
Problem Orientation Textiles Grade Beginning
in relation to textiles made into fabric

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Visit import store and/or import section of stores to view types of imported fabrics and clothing
 - B. Research the origin of specific textiles (wool, Irish linen, Pendelton wool, Scotch plaid, cotton, nylon, acrylic, lace, etc.)
 - C. Pin point on world map area of specific textile origin (with miniature flags)
 - D. Collect and display samples of researched textiles. Ex., garment made of this silk)

- II. Outside Resource and Community Activities
 - A. Speaker from local fabric store.
 - B. Import buyer-talk on imported textiles.
 - C. U.S. Customs-Port Director, 828 Cherry St., Green Bay-talk on import regulations.

Resource and Reference Materials

Continued and Additional Suggest

Publications:

The Wool Story-From Fleece to
Fashion Wool Ways, Pendleton
Woolen Mills, 218 Southwest
Jefferson St., Portland,
Oregon 97201

Fibers and Fabrics, Educational
Dept. Vogue Pattern Service,
The Butterick Co., Inc, P.O.
Box 1752, Altoona, PA

Audio-Visual:

"French Tapestries Visit
America," BAVI, 0785,
\$12 rental

Community:

Continued and Additional Suggested Learning Experiences

C 9. Man has the ability to manage,
 O manipulate, and change his
 N environment.
 C
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Discipline Area _____
 Subject _____
 Problem Orientation _____

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Comprehends the role manmade textiles play in managing, manipulating, and changing the environment.
Affective: Appreciates the role of manmade textiles in managing, manipulating, and changing the environment.

- I. Student-Centered in class activity
- A. Students sit in circle and brainstorm things in the room other than clothes that are made from textile fibers
 - B. View and discuss "Can You Imagine" film on role of textiles in daily life.
 - C. Create showcase of role manmade textiles play in daily life (excluding clothing).
 Examples: "Did You Know".
 Tire with caption,
 "Tires are made of nylon."

Skills to be Learned
 Brainstorming
 Viewing
 Discussing
 Creating a showcase

ESEA Title III - 59-70-0135-2 Project I-C-E

Management, _____ Discipline Area Home Economics
_____ Subject Management of Personal & Family Resources
_____ Problem Orientation Textiles Grade Beginning

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Students sit in circle and brainstorm things in the room other than clothes that are made from textile fibers.
 - B. View and discuss "Can You Imagine" film on role of textiles in daily life.
 - C. Create showcase of role manmade textiles play in daily life (excluding clothing).
Examples: "Did You Know".
Tire with caption,
"Tires are made of nylon."

- II. Outside Resource and Community Activities
- A. County Extension Agent- everyday textiles.
 - B. Buyer from local fabric store-novelty fabrics
 - C. Builder talk of textile products used in building.
 - D. Furniture store representative talk of textiles in furniture.
 - E. Electrician talk of textiles used by him.

Resource and Reference Materials

Publications:

Fibers & Fabrics

Education Dept.
Vogue, Butterick Co., Inc.
P. C. Box 1752
Altoona, Pennsylvania

Fiber Facts, 1967-68

American Viscose Division
FMC

1617 John F. Kennedy
Philadelphia, Pennsylvania

Fabric Dictionary

(same as for Fibers & Fabrics)

Understanding Today's Textiles

J. C. Penney
1301 Avenue of Americas
New York

Audio-Visual:

"Can You Imagine"
1212 Avenue of Americas
New York

Community:

Continued and Additional Suggested L

Add

Additional Suggested Learning Experiences

C O N C E P T	10. Short-term economic gains may	Discipline Area	Home
	produce long-term environmental	Subject	Manag
	losses.	Problem Orientation	C

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p>Cognitive: Comprehends the use of textile resources and effects on long term environmental losses.</p> <p>Affective: Accept responsibilities for preserving the environment when selecting clothing.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students study fashion cycle and its encouragement of wastefulness: Fashion leader acceptance Mass acceptance Decline Obsolescence Inception Originals (Idea)</p> <p>B. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.</p> <p>C. Students make personal inventory of clothing (include new clothing, unused because of style, fit, etc.)</p> <p>D. Students discuss what happens to unused clothing in the home.</p> <p>E. Students bring in discarded or unused garments and class decides what could be done to make the garment usable.</p> <p>F. Students brainstorm ways to use used clothing.</p> <p style="text-align: right;">(Cont. on back)</p>
<p>Skills to be Learned</p> <p>Remaking clothing Reusing clothing Starting recycling programs</p>	

Discipline Area Home Economics
 Subject Management of Personal & Family Resources
 Problem Orientation Clothing & Textiles Grade Beginning

SUGGESTED LEARNING EXPERIENCES

ent-Centered in class
 ity
 udents study fashion
 cle and its encouragement
 wastefulness:
 Fashion leader acceptance
 acceptance
 lines Showings
 obsolescence
 Inception Originals
 (Idea)
 udents collect fashion
 ctures from earlier times
 d plan to restyle by
 ding or subtracting features
 lines to be fashionable
 day.
 udents make personal in-
 tory of clothing (include
 y clothing, unused be-
 use of style, fit, etc.)
 udents discuss what happens
 unused clothing in the
 ge.
 udents bring in discarded
 unused garments and class
 cides what could be done
 make the garment usable.
 udents brainstorm ways to
 e used clothing.
 (Cont. on back)

- II. Outside Resource and
 Community Activities
- A. Speaker or represen-
 tative from a service
 organization such as:
 Sheltered Industries,
 Brown County Hospital,
 etc. to inform students
 on uses for old
 clothes or scraps of
 fabrics.
- B. Student survey com-
 munity to discover
 what happens to dis-
 carded clothing
 Questions:
 1. Do you give unused
 clothing to friends
 or relatives?
 2. Do you burn unused
 clothing?
 3. Do you put unused
 clothing in the
 garbage?
 4. Do you make rugs or
 other household
 items from unused
 clothing?
 5. Do you give clothing
 for rummage sales?
 (Cont. on back)

Resource and Reference Materials

Publications:

Dress, Gawne and Oerke, Chapters
2, 14, 16.

Mademoiselle

Seventeen

Vogue

Teachers Curriculum Guide to
Conservation, Unit II, Lesson 25

I-C-E RMC

Audio-Visual:

"Clothes and You," Coronet

c/o Film Library

Cornell University

New York

"Young Fashion Forecast"

Sears Public Relations, Dept. 703

3301 W. Arthington Street

Chicago, Illinois

Community:

St. Vincent DePaul to talk about
number of people who buy used
clothing

local lady to demonstrate
quilting techniques

Continued and Additional

I. (Cont.)

f. (Cont.)

1. Students make p
(Ex.-class make
needy family at
stuffed animals
etc.)

II. (Cont.)

- C. Students start a r
(students set up c
for clothing and d
bazaar materials,
etc.)

and Additional Suggested Learning Experiences

ont.)
Students make projects using used clothing.
(Ex.-class makes a quilt to be given to a
needy family at Christmas, students make
stuffed animals from discarded clothing,
etc.)

t.)
Students start a recycling program for clothing
students set up collection sites in the school
for clothing and donate to worthy cause - church
bazaar materials, workshops for the handicapped,
etc.)

PROJECT I-C-E Episode Evaluation Form (Repr Ep

Please fill in:
 Subject: _____
 Grade: _____
 Concept No. Used: _____

In commenting on each episode form. Feel free to adapt it for your critiques and comments - yo your hand column, please rate (poor ha ma make specific comments or sug ma vi vided to help us make this a vi

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive: ra it
			B. Affective: et
			II. Skills Developed De
			III. Suggested Learning Experiences A. In Class: ed la
			B. Outside & Community Activities: id
			IV. Suggested Resource & Reference Mater (specific suggestions & comments) ed ic

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

General Objectives
Objective:

Objective:

Developed

Learning Experiences
Class:

Home & Community Activities:

Additional Resource & Reference Materials
(for suggestions & comments)

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