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)
A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

<table>
<thead>
<tr>
<th>DISCIPLINE AREA</th>
<th>Home Economics</th>
<th>GRADE</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Personal</td>
<td>1. Family Living</td>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Family Resources</td>
<td>2. Child Development</td>
<td>Pink</td>
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</tr>
<tr>
<td>Human Growth and</td>
<td>3. Family Consumer Economics</td>
<td>Gold</td>
<td></td>
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</tr>
<tr>
<td>Development</td>
<td>4. Family Housing &amp; Interiors</td>
<td>Yellow</td>
<td></td>
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</tr>
<tr>
<td>Personal and Family</td>
<td>5. Family Foods &amp; Nutrition</td>
<td>Blue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relations</td>
<td>6. Family Clothing &amp; Textiles</td>
<td>Green</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)
## PROGRAM FOR ENVIRONMENTAL EDUCATION

<table>
<thead>
<tr>
<th>Home Economics</th>
<th>GRADE</th>
<th>Beginning</th>
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<tbody>
<tr>
<td>Personal Sources</td>
<td>1.</td>
<td>Family Living</td>
<td>White</td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
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<td></td>
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<td>Family Clothing &amp; Textiles</td>
<td>Green</td>
<td></td>
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</tbody>
</table>

### Title III ESEA

In CESA's 3-8-9

**Wisconsin 54301**

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist
"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
"Oikus" for house is the Greek origin of the term "ecology". Environment: our house—whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges—natural and man-made. We can accept all environments; our many "houses" if we omit rancor and cite long range complexities. Our "oikus" uses the insights of all subjects. Thus, a truly 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 "oikus" of our collective minds. Let us become masters of our house by replacing the Greek adapter with "Know thyself and thine house."

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

Affective refers to student attitudes, values, and feelings.
PREFACE

Greek origin of the term "ecology". Environmental education or wherever it may be. Like an umbrella, our house can 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 ranges K thru 12. The environment mirrors our attitudes or their origin in the "oikus" of our collective and individual members of our house by replacing the Greek adage of "Know thyself" the house. "

As your fellow teachers, this guide is supplementary in nature--to existing, logical course content. Offers suggestions. Knowing your students best, you decide what limitless chances are here for your experimentation and usage. contained, some open-minded, still others can be changed or try. Please pre-plan. Why? Simply, no guide has all the answers, work unless viewed in the context of your students. scratch ideas and notes on the episode pages. Fill out the attached evaluation form in the back. Use, more of these forms. Send them singly or collectively to us. reactions or suggestions--negative and positive. Your in telling us "what works" and in aiding our revisions of

Resource Materials Center serving all public and non-public 8, 8, and 9. Check the Project ICE Bibliography of available phone number is on this guide's cover. Feel free to write us or help.
Visual Instruction, 1327 University Avenue, P. C. Box 2093, (Phone: 608-262-1644).

Verifiable mental skill, ability, or process based on factual data. Isent attitudes, values, and feelings.
ACKNOWLEDGEMENTS: The following teachers and consultants participated in the development of the Supplementary Environmental Education Guide:

**CESA #3**
- D. C. Aderhold, Bonduel
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- Merlyn Blonde, Shawano
- R. A. Dirks, Gillett
- Dennis Dobrzenski, White Lake
- LeRoy Gerl, Oconto
- Karen Grunwald, St. James (L)
- William Harper, Lena
- Sister Claudette, St. Charles
- Ervin Kunesh, Marinette
- Kathleen LeBreck, Oconto
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- Arthur Schelk, Suring
- Peter Skroch, Crivitz Falls
- David Soitesz, Crivitz
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- Cathy Warnack, White Lake

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- CESA #8
  - Dr. James Marks, Lawrence University
- CESA #9
  - Dr. Charles Peterson, St. Norbert College

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- Cliff Christensen, Winneconne
- Kenneth Couillard, Hortonville
- Raymond Emerich, Hortonville
- Mike Ercegovac, Winneconne
- Dona Geeding, Menasha
- Donald Hale, Winneconne
- James Huss, Freedom
- Sister Lois Jonet, Holy Angels
- Kenneth Kapple, St. Aloysius
- Harold Lindhorst, St. Martin (L)
- Dennis Lord, Little Wolf
- Robert Meyer, Neenah
- Arnold Neuzil, Shiocton
- James Nuthals, Lourdes
- Connie Peterson, St. Martin (L)
- Rosemary Rafath, Clintonville
- Mark Reddel, St. Martin (L)
- Gladys Roland, Little Wolf
- Kathryn Rowe, Appleton
- Mary Margaret Sauer, Menasha
- Edwin Schaefer, Kaukauna
- Lee Smoll, Little Chute
- Doris Stehr, Mt. Calvary (L)
- Ginger Stuvetraa, Oshkosh
- Richard Switzer, Little Chute
- Tim Van Susteren, Holy Name
- Lila Wertsch, St. Margaret Mary
- Warren Wolf, Kimberly
- Gery Farrelli, Menasha
Many teachers and consultants participated in the development of the Elementary Environmental Education Guides:

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- Mary Anders, Winneconne
- Robert Becker, Fox Valley (L)
- Mary Chriss, Hortonville
- Cliff Christensen, Winneconne
- Kenneth Couillard, Hortonville
- Raymond Emerich, Hortonville
- Mike Ercegovac, Winneconne
- Dona Geeding, Menasha
- Donald Hale, Winneconne
- James Huss, Freedom
- Sister Lois Jonet, Holy Angels
- Kenneth Kappell, St. Aloysius
- Kenneth Keliher, Appleton
- Everett Klinzing, New London
- Fred Krueger, Oshkosh
- Jim Krueger, Winneconne
- Mae Rose LaPointe, St. John High
- Rosemarie Lauer, Hortonville
- Robert Lee, Neenah
- Harold Lindhorst, St. Martin (L)
- Dennis Lord, Little Wolf
- Robert Meyer, Neenah
- Arnold Neuzil, Shiocton
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- Ginger Stuverra, Oshkosh
- Richard Switzer, Little Chute
- Tim Van Susteren, Holy Name
- Lila Wertsch, St. Margaret Mary
- Warren Wolf, Kimberly
- Gary Farrell, Menasha

**CESA #9**
- Peter Biolc, West DePere
- Lee Clasen, Lux.-Casco
- Kathryn Colburn, Algoma
- Merle Colburn, Algoma
- Sara Curtis, Green Bay
- Duane DeLorme, Green Bay
- Roberta Dix, St. Joseph Acad.
- Janet Elinger, Ashwaubenon
- Phyllis Ellefson, Wash. Isle.
- Keith Fawcett, West DePere
- Jack Giachino, Seymour
- Mike Gleffe, St. Matthews
- Herbert Hardt, Gibraltar
- Gary Heil, Denmark
- Nannette Hoppe, How.-Suam.
- Joseph Hucek, Pulaski
- Catherine Huppert, DePere
- DeAnna Johnson, Denmark
- Kris Karpinen, West DePere
- Mel Kasen, Gibraltar
- Jack Koivisto, Green Bay
- Sister Mary Alyce, Cathedral
- Ellen Lotz, West DePere
- Judilyn McGowan, Green Bay
- Priscilla Mereness, Wrightstown
- C. L. Paquet, Denmark
- William Roberts, Sturgeon Bay
- Roger Roznowski, Southern Door
- Jan Serrahn, Sevastopol
- Calvin Siegrist, How.-Suam.
- Mary Smith, Green Bay
- Carol Trimberger, Kewaunee
- Mary Wadzinski, How.-Suam.
12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student comprehends the significance of private ownership and using it without violating the rights of family members.

**Affective:** The student appreciates the rights of others and values private ownership.

**Skills to be Learned**

- Discussion
- Graphic illustrations
- Keeping journal

**SUGGESTED LEARNING EXPERIENCE**

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students list all personal possessions on sheet of paper. Ex., clothes, bicycles, records, etc.</td>
</tr>
<tr>
<td>B. Students discuss how some of these items might encroach upon the rights of others if they are not used as intended. Ex., playing record player too loud, riding bicycle on neighbor's lawn, etc.</td>
</tr>
<tr>
<td>C. Students keep journal for three days recording every incident when they misused their personal possessions and violated the rights of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Outside student activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Social worker tells a personal problem in class and asks for suggestions on solving it.</td>
</tr>
<tr>
<td>B. Student brings in an example of overusing possessions and asks others to suggest how it could be used more appropriately. Ex., playing record player too loud.</td>
</tr>
<tr>
<td>C. Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others.</td>
</tr>
</tbody>
</table>

**Discipline Area:** Home Economics  
**Subject:** Personal  
**Problem Orientation:** Family
SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

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

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.

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

D. 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.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Homemaking For Teen-Agers, Book 2, Chp. 2, I-C-E RNC</td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Family Teamwork and You,&quot; BAVI, 6654, $4.50</td>
<td></td>
</tr>
<tr>
<td>&quot;Family Life,&quot; BAVI; 0695, $2.00</td>
<td></td>
</tr>
<tr>
<td>&quot;Your Family,&quot; BAVI, 2525, $2.00</td>
<td></td>
</tr>
<tr>
<td>&quot;Your Family Budget,&quot; BAVI, 2526, $2.25</td>
<td></td>
</tr>
</tbody>
</table>

**Community:**


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.

### Behavioral Objectives

<table>
<thead>
<tr>
<th>Cognitive: The student analyzes inter-relationship of family leisure time and land use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. List family leisure time activities.</td>
</tr>
<tr>
<td>B. List land resources. Ex., earth, plants, minerals, water, etc.</td>
</tr>
<tr>
<td>C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)</td>
</tr>
<tr>
<td>D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Park of Leisure &quot;Recreation of Leisure&quot;</td>
</tr>
<tr>
<td>B. Summer &quot;Types available&quot;</td>
</tr>
<tr>
<td>C. Physical Education activities</td>
</tr>
<tr>
<td>D. Professional UWGB-people activities</td>
</tr>
<tr>
<td>Discipline Area</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
</tbody>
</table>

**SUGGESTED LEARNING EXPERIENCES**

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<thead>
<tr>
<th>Student-Centered in class activity</th>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. List family leisure time activities.</td>
<td>A. Park and Recreation Dept.  &quot;Recreation Dept. Philosophy of Leisure&quot; (values and methods)</td>
</tr>
<tr>
<td>B. List land resources. Ex., earth, plants, minerals, water, etc.</td>
<td>B. Summer Recreation Directors &quot;Types of recreation programs available for the family&quot;</td>
</tr>
<tr>
<td>C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)</td>
<td>C. Physical Education Teacher Teach a couple of leisure time activities. Ex., volleyball, badminton</td>
</tr>
<tr>
<td>D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.</td>
<td>Prof. of Leisure Science-- UWGB--to discuss how much land people need for leisure activities.</td>
</tr>
</tbody>
</table>

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 (cont.)
Resource and Reference Materials

Publications:
Camp Recreation, I-C-E RMC
Happier Vacations, Coleman Co.,
Wichita, Kansas 67201
Creative Travel and Your Leisure
Time, Harvest Years Publishing Co.,
Suite 741, 69 Market Street,
San Francisco, Calif. 94705
Conservation Piece, Mobile Homes
Mfg. Association, Modern Talking
Picture Service, 1212 Avenue of
the Americas, N.Y., N.Y. 10036

Audio-Visual:
Wisconsin Recreational Resources,
BAVI, 4852, $5.00

Community:
Travel bureau

Continued and Additional Suggestions

1. (cont.)
E. into logical paragraph
six students.
Alternative Act: Present
psychology class
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
Man has the ability to manage, manipulate, and change his environment.

**Cognitive:** The student analyzes methods of managing, manipulating or changing personal actions in problem situations.

**Affective:** The student develops a plan to manage, manipulate or change personal actions in problem situations.

**Skills to be Learned**
- Problem solving
- Recording in diary
- Critical thinking

**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING</th>
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</thead>
<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>A. Open ended questions</td>
</tr>
<tr>
<td>1. Students answer open ended questions</td>
</tr>
<tr>
<td>a. I get angry when...</td>
</tr>
<tr>
<td>b. The thing that upsets me most......</td>
</tr>
<tr>
<td>c. It makes me furious when.....</td>
</tr>
<tr>
<td>d. I dislike......</td>
</tr>
<tr>
<td>2. Students write their solutions to above situations.</td>
</tr>
<tr>
<td>B. Students discuss how they would react to following situations</td>
</tr>
<tr>
<td>1. Fellow asks for date, promises to come at 7:00 and doesn't come until 10:00. How do you react?</td>
</tr>
<tr>
<td>2. Fellow takes you to a dance and dances with your best friend all evening. How do you react?</td>
</tr>
<tr>
<td>3. Gal leads fellow on without commitment, he has asked her to marry him. (cont.)</td>
</tr>
</tbody>
</table>
SUGGESTED LEARNING EXPERIENCES

I. Class-Centered in class

A. Open ended questions
   Students answer open ended questions
   a. I get angry when...
   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.

II. 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Marriage and Family Living, Landis and Landis</td>
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<tr>
<td>&quot;Positive Mental Attitude,&quot; Psychology Today</td>
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<tr>
<td>Power of Positive Thinking, Norman Vincent Peale</td>
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<th>Audio-Visual:</th>
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<tr>
<td>&quot;Anger at Work,&quot; BAVI 3842</td>
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</table>

### Community:

<table>
<thead>
<tr>
<th>I. (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 3. How would feel.</td>
</tr>
<tr>
<td>C. Teacher introduced</td>
</tr>
<tr>
<td>1. Attack →</td>
</tr>
<tr>
<td>2. Detour →</td>
</tr>
<tr>
<td>3. Stand still →</td>
</tr>
<tr>
<td>4. Retreat →</td>
</tr>
<tr>
<td>D. Teacher uses a method was employed. fellow arrives after class and does not talk to him head-on when</td>
</tr>
<tr>
<td>1. Students analyze problem solving is.</td>
</tr>
<tr>
<td>2. Students keep determining what method is best?</td>
</tr>
<tr>
<td>E. Class discussion on method is best? method?</td>
</tr>
</tbody>
</table>
Continued and Additional Suggested Learning Experiences

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

**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.)
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

Publications:
"Psychology Today" (magazine)
J. C. Penny
"And They Lived Happily Ever After", (film) Guidance Assoc.

Audio-Visual:
"Are you Listening", (video-tape)
Community:
Local division of Family Services
Minister
Priest
Social worker
Speech teacher

Continued and Additional Suggested

I. (cont.)
her way, but the other does
3. Students act out situation
daughter to have the car to
consulting father & obvious
D. Students act out the above situation
attention to communications.
1. Wife notices husband had a
him his paper & leaves him
2. Women meet in grocery store
The other notices this & says
but call at the end of the
3. Mother consults father about
have car.

E. Students and teacher establish
1. Example Variety and Diversity
Variety of plants in forest &
variety of forms of communication
the family strong and interest

2. Interdependency and Dependence
Food chain interdependent in
Mother and child interdependent
(Mother must appeal to child
child has the responsibility
3. Change and Adaptability
Nature (evolution) is changing
growth
Underground family - members
way they communicate
Children increase vocabulary

4. Pattern and Similarities
Nature follows patterns
Family members & families form
in both form and content (fat)
Grocery store pattern - small
Wedding - don't give eulogy
Audience - speak differently
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 ecosystems. Variety of plants in forest keeps forest strong and interesting.

4. Example Variety and Diversity

Variety in the family keeps the family strong and interesting.

2. Interdependency and Dependency

Mother and child are interdependent in family (Mother must appeal to child mentally, emotionally; child must listen and anticipate). Nature 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.

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 in both biological and family ecosystems. Varieties of plants in forest are similar to the variety of forms of communication in the family.

2. Grocery store pattern—small talk.

Weighing—dairy; milk is poured faster to child than adult.
C. 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

**BEHAVIORAL OBJECTIVES**

| Cognitive: The student analyzes the family ecosystem and how it interrelates with other ecosystems. |
| 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 |

| SUGGESTED LEARNING EXPERIENCES |
| 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 interaction in the family ecosystem. |
| 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.) |
Ecosystems interact

Discipline Area: Home Economics

Subject: Personal and family relations

Family Problem Orientation: interrelation

Grade: Advanced

Student-Centered in class activity

A. Define family ecosystem
   1. Greek origin of word eco-house

B. Write and act out plays showing typical interaction in the family ecosystem.

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. Outside Resource and Community Activities

A. Guest speaker from social services to speak on different family speakers.

B. Guest speaker from community planning. Speak on specific community interactions. Ex., Placement of a major highway system and how it affects residents.
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 Suggestions

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
### Behavioral Objectives

**Cognitive:** The student will analyze the role of adequate supply of pure water 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

### Suggested Learning Experiences

1. **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.)**
Supply of pure water for life.

Discipline Area: Home Economics
Subject: Human Growth & Development
Problem Orientation: Child Growth & Development

OBJECTIVES

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.)

II. Outside Resource and Community Activities
   A. Biology teacher to talk about water needed for body function.
   B. Sewage disposal plant trip to lake, river, etc.
   C. Dietician or nurse to speak on pure water in relation to health.
**Resource and Reference Materials**

<table>
<thead>
<tr>
<th>Publication</th>
<th>I. (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wanted for Murder: Water Pollution Poster, I-C-E RMC</strong></td>
<td>and/or local dietician or nutritionist work with students to improve water in relation to health.</td>
</tr>
<tr>
<td><strong>So You're Going to the Beach, I-C-E RMC</strong></td>
<td>G. Students write proverbs, daffy sayings, and/or local dietician or nutritionist work with students to improve water in relation to health.</td>
</tr>
<tr>
<td><strong>Clean Water - It's Up to You, I-C-E RMC</strong></td>
<td>illustrate cartoons on the value of water and combat the waste of water.</td>
</tr>
<tr>
<td><strong>What You Can Do About Water Pollution, 1971, 7700-688</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Free Consumer Product Information</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P.O. Box 1205</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Arlington, Va. 22210</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Water Pollution and You, Wisconsin University County Extension</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Audio-Visual:**

| Video/Slides                                                                 |                                                                            |
|----------------------------------------------------------------------------|                                                                            |
| **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:**
I. (cont.)

- and/or local dietician or nurse to talk on pure water in relation to health.

G. Students write proverbs, definitions, Confucious say - illustrate cartoons on ways to conserve pure water and combat the water pollution problem.
An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Analyzes effects of adequate supply of clean air on health of family members.

Affective: Assume responsibilities for controlling air pollution.

**Skills to be Learned**

Finding substitutes for products or practices that pollute air.

Practice methods of clean air control.

Writing

Collecting

Interviewing

Reading

Discussing

**SUGGESTED LEARNING EXPERIENCES**

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)
Suggested Learning Experiences

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

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.
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.

### Behavioral Objectives

<table>
<thead>
<tr>
<th>Cognitive:</th>
<th>Comprehends the role transportation, economic conditions, population growth and increased leisure time play on population density and consequent noise pollution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective:</td>
<td>Accepts responsibility for decreasing personal noise pollution.</td>
</tr>
</tbody>
</table>

### Skills to be Learned
- Observing
- Classifying
- Role playing

### Suggested Learning Experiences

#### I. Student-Centered in class activity

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

B. Add to list other common noises.

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

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.
such as facilitating growth, economic conditions, and increased land use and centers of population and economic activity, lend the disciplines of home economics.

**Management of Personal and Fam. Resource**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Problem Orientation</th>
<th>Noise Pollution</th>
<th>Grade Adv.</th>
</tr>
</thead>
</table>

**II. Outside Resource and Community Activities**

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. Environmental specialist George Howlett Project</td>
</tr>
<tr>
<td>B. Industrialist—methods used in industry to control noise</td>
</tr>
<tr>
<td>C. Housewife—show noise effects on her family</td>
</tr>
</tbody>
</table>

**I. Student-Centered in Class Period**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student-Centered in Class Period</td>
</tr>
<tr>
<td>A. Students spend a class period outside and write down various noises they hear.</td>
</tr>
<tr>
<td>B. Add to list other common noises: transportation, economic, industrial, leisure.</td>
</tr>
<tr>
<td>C. Housewife—show noise effects on her family</td>
</tr>
</tbody>
</table>

**E. Methods of control.**

**D. Students role play ways the family could lessen noise in everyday living (e.g., 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

Publications:
- Noise Pollution and You,
- Sounds & Silence, Wis. County Extension Agent, Environmental Science Center, 5400 Glenwood Avenue, Golden Valley, Minnesota or CESA 9 Project I-C-E

Audio-Visual:
- Film: Don't Crowd Me,
  BAVI #7628 $6.00
- Quest for Quiet, Public Relations dept. Air Conditioning-Refrigeration Institute 1815 North, Fort Meyer Dr., Arlington, Va. 22209

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

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: Analyzes effects of family interaction on mental health of family members.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: Values types of family interaction that contribute to mental health of members.</td>
<td></td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td></td>
</tr>
<tr>
<td>Communication between family members</td>
<td>A. Buzz session to identify types of family interactions which affect mental health.</td>
</tr>
<tr>
<td>Identification of problem areas in the family</td>
<td>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.</td>
</tr>
<tr>
<td>Self analysis</td>
<td></td>
</tr>
<tr>
<td>Dramatization</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Graphic illustration</td>
<td></td>
</tr>
</tbody>
</table>

II. Outside the classroom

| Communications | |
| Field trips to hospitals | |
| Special speakers | |
| "How the Mental Health Affects Our Community" video | |

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 another person. (Cont')

Discipline Area: Home Economics
Subject: Human Growth and Development
Problem Orientation: Mental Health
organisms interact

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
</table>
|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 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"|

<p>|</p>
<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Human Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>Problem Orientation</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Grade Adv.</td>
<td></td>
</tr>
</tbody>
</table>
### Resource and Reference Materials

<table>
<thead>
<tr>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power of Positive Thinking</strong>, Dr. Norman Vincent Peale</td>
</tr>
<tr>
<td><em>Psychology Today</em>, Magazine</td>
</tr>
<tr>
<td><em>Married Life</em>, Riker &amp; Bisbane (good reference for case studies)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audio-Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAVI 7528 <em>Don't Crowd Me</em></td>
</tr>
<tr>
<td>BAVI 7256 <em>Nature is for People</em></td>
</tr>
<tr>
<td>bAVI 2725 <em>Mental Health</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
</tr>
</thead>
</table>

Continued and Additional Suggested Information (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 healthy, such as physical health, self-esteem of others in life, etc.

- 1. Relate personal behavior patterns to mental health
  - a. Define behavior patterns:
    1. Pessimistic
    2. Optomistic
  - 2. Analyze own behavior patterns and mental well-being or the mental health
  - F. Identify personal and family values to relate to personal mental health, etc.
  - G. Develop scrap book and/or bullet points to maintain good mental health.

Example:

<table>
<thead>
<tr>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Coll Status</td>
</tr>
<tr>
<td>Money</td>
</tr>
<tr>
<td>Social prestige</td>
</tr>
</tbody>
</table>
Continued and Additional Suggested Learning Experiences

(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.

1. Relate personal behavior patterns to factors affecting mental health
   a. Define behavior patterns:
      2. Optimistic  4. Endomorph
   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:

<table>
<thead>
<tr>
<th>Values</th>
<th>Goals</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 &amp; gown and diploma</td>
</tr>
</tbody>
</table>
Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>Cognitive: Analyzes</th>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>influences of cultural, social, and political factors on family's values and attitudes toward the environment.</td>
<td>A. Students define values</td>
</tr>
<tr>
<td>Affective: Appreciate factors that determine man's values and attitudes toward the environment.</td>
<td>B. Students list cultural, economic, political, and social factors that could determine values. Ex: Living in Russia</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td>C. Students research newspapers for articles concerned with environment and values. Ex: Editorials, features, correspondents, Ray Pagel (Green Bay Press Gazette)</td>
</tr>
<tr>
<td>Interviewing</td>
<td>D. Interview people in the community on their environmental values. Sample questions:</td>
</tr>
<tr>
<td>Identifying values</td>
<td>1. Is clean water important to you?</td>
</tr>
<tr>
<td>Writing</td>
<td>2. Are you affiliated with any environmental organization?</td>
</tr>
<tr>
<td>Researching</td>
<td>3. Have you written to your congressman, DNR, etc. about cleaning up the water?</td>
</tr>
<tr>
<td>Recording</td>
<td>(Con't)</td>
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<tr>
<td>Debating</td>
<td></td>
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<tr>
<td>Sentence completion</td>
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</tbody>
</table>

**SUGGESTED LEARNING EXPERIENCES**

<table>
<thead>
<tr>
<th>II. Outside Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Local reports on community</td>
</tr>
<tr>
<td>B. Correspondents, Ray Pagel (Green Bay Press Gazette)</td>
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<tr>
<td>C. Interview people in the community on their environmental values. Sample questions:</td>
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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?

II. Outside Resource and Community Activities
   A. Local newspaper reporter to speak on environmental concerns in the community in the last two years.

Discipline Area: Home Economics
Subject: Personal & Family Relations
Problem Orientation: Family Values
Grade: Adv.
Resource and Reference Materials

Publications:
Penny's awareness materials
"Community Action for Environmental Quality" U. Extension
National Audubon Society Quarterly
Wisconsin Survival Handbook, Doug La Follette

Audio-Visual:
"I Never Looked at it That Way Before", Guidance Associates
"Garbage", I-C-E RMC
"LSD Trip or Trap" BAVI
"The Way Back-Heroin" BAVI
"Values for Teenagers-The Choice is Yours", Guidance Associates
"Diary of a Harlem Family" BAVI

Community:
Guest speaker from the Ethnic Community on development of resources and the effects on minority groups and the environment.

Continued and Additional Suggestions (Con't from I.)

4. Could you name two ways you have used household water?
5. Do you think it is advantageous to eat foods?
6. How have environmental problems changed of living?

E. Record likes and dislikes for twenty favorite activities and arrange in terms of values (example: like music: Th.
F. View and listen to the "Our Values" film
G. List individual value hierarchy
E. above put the most important value at the bottom)
H. Write an essay on how individuals view these changes.
I. Students use puppet plays of spending money and identify related as economics, cultural, political
J. Students debate personal values, ex. Should people buy a cheap detergent or a more expensive one?
K. Students circularly respond to problems on the environment.

Garbage is................A lake
Over Population can.......Paper making
Smog could................Having children
Sunshine....................Country
Families......................
Materials | Continued and Additional Suggested Learning Experiences
---|---
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...................
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

**Discipline Area:** Home Education

**Subject:** Human Problem Orientation Family

### Behavioral Objectives

| Cognitive: | Analyzes relationship of individual acts related to family planning & environmental alterations. |
| Affective: | Forms a judgment concerning responsibility of determining family size. |

**Skills to be Learned**
- Identifies outside agencies and resources that might help family.
- Draws conclusions
- Supports opinions
- Interviewing techniques
- Critical thinking

### Suggested Learning

I. Student-Centered in class activity

A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.

B. Discuss environmental alterations as affected by overpopulation.

C. View & discuss film "Family Planning" in terms of effects on family life.

D. List factors to be considered in family planning
   1. Economic
   2. Social
   3. Environmental

E. Dramatize mock court case on future family size.

F. Identify position on continuum related to family size.

(Con't)
SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.

B. Discuss environmental alterations as affected by overpopulation.

C. View & discuss film "Family Planning" in terms of effects on family life.

D. List factors to be considered in family planning
   1. Economic
   2. Social
   3. Environmental

E. Dramatize mock court case on future family size.

F. Identify position on continuum related to family size.

(Con't)

II. Outside Resource and Community Activities

Guest speakers:

A. Family service counselor and/or Children's Service Society to speak on effect of family planning on family life.

B. Zero population growth member and/or Planned Parenthood Ass. member to speak on the effect of over-population on the environment.

C. School nurse, public health nurse or local doctor to speak on the effect of family planning on health of child and mother.
1. "Ellie Eliminate" "ZPG" "CR
Completely eliminate reproduction we
G. Conduct opinion poll of students, graduates concerning family plann'
Sample questions:
1. How many children in your opinion family size?
2. Do you see a relationship between the environment? If so, what?
3. Do you see a need for family plann.
H. Research effects of spacing child & social health of children, of more attention, etc.
I. Panel discussion: Abortion as a means control versus therapeutic aborti
J. Write an essay on individual's respi environmental alterations taking in the above concepts developed.
K. Discuss effects of family planning

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 Starting Room Only
033J 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 RMC

Community:
Visit local family planning clinic

Continued and Additional Suggested Learning Activities:
(Con't from I.)
1. "Ellie Eliminate" "ZPG" "CR
Completely eliminate reproduction we
G. Conduct opinion poll of students, graduates concerning family plann'
Sample questions:
1. How many children in your opinion family size?
2. Do you see a relationship between the environment? If so, what?
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J. Write an essay on individual's respi environmental alterations taking in the above concepts developed.
K. Discuss effects of family planning
Continued and Additional Suggested Learning Experiences

Con't from I.)

"Ellie Eliminate"  "ZPG"  "Cleo Clone"
Completely eliminate  Reproduce everything  reproduction
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, manipulate, and change his environment.

**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**

1. **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 hazards 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)
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.)
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>I. (Cont.)</td>
</tr>
<tr>
<td>First Aid for the Family, Metrop-</td>
<td>G. Role-play child care situati-</td>
</tr>
<tr>
<td>olitan Life Insurance Company.</td>
<td>ons. Perform proper first aid</td>
</tr>
<tr>
<td>Sidewalk Vehicles, National</td>
<td>if accident could have been</td>
</tr>
<tr>
<td>Safety Council.</td>
<td>prevented.</td>
</tr>
<tr>
<td>Playground Apparatus, National</td>
<td>H. Post-test - using index card</td>
</tr>
<tr>
<td>Safety Council.</td>
<td></td>
</tr>
<tr>
<td>Beware the Hazard You Can't See,</td>
<td>Added Publication:</td>
</tr>
<tr>
<td>Health Education Curriculum Guide,</td>
<td></td>
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<tr>
<td>I-C-E RMC.</td>
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</tbody>
</table>

**Audio-Visual:**
- Stitch in Time (film), Sears, Roebuck Foundation, c/o Film Library, New York State College of Agriculture, 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 Learning Experiences

I. (Cont.)

G. Role-play child care situations involving accidents. Perform proper first aid. Indicate how accident could have been avoided.

H. Post-test - using index cards as before.

Added Publication:

First Aid, Johnson & Johnson Co.; 1965
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>Skills to be Learned</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: Comprehends the effect that resources have on child rearing practices in different areas of the world.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: Appreciates the effect resources have on child rearing practices in different areas of the world.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Skills to be Learned</strong></td>
<td>B. Students classify and discuss groups such as matriarchal, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.</td>
</tr>
<tr>
<td>Researching</td>
<td>C. Student story building</td>
</tr>
<tr>
<td>Reporting</td>
<td>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.</td>
</tr>
<tr>
<td>Classifying</td>
<td>D. Invite speaker from Local Division of Family Services to speak to students.</td>
</tr>
<tr>
<td>Discussing</td>
<td>Topic: The role social, ethnic or economic conditions have on child rearing practices.</td>
</tr>
<tr>
<td>Story building</td>
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</tbody>
</table>

Discipline Area: Home Ec  
Subject: Human G  
Problem Orientation: Child
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

<table>
<thead>
<tr>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Developing Child text, Brisbane</td>
</tr>
<tr>
<td>Childhood and Society text, Erik Erikson</td>
</tr>
<tr>
<td>Dibs, local library</td>
</tr>
<tr>
<td>One Little Boy, local library</td>
</tr>
<tr>
<td>The Story of Sandy, local library</td>
</tr>
</tbody>
</table>

### Audio-Visual:

- 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, Illinois.

### Community:

- Day care supervisor
- Local immigrants or those with a strong ethnic background
<table>
<thead>
<tr>
<th>Suggested Learning Materials</th>
<th>Continued and Additional Suggested Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brisbane Library</td>
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<tr>
<td>Library</td>
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<tr>
<td>Germany&quot;</td>
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<td>Russia&quot;</td>
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<tr>
<td>Alps&quot;</td>
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<tr>
<td>China&quot;</td>
<td></td>
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<tr>
<td>Cultures&quot;,</td>
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<td>Extension,</td>
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with a
C 3. Environmental factors are limiting

Discipline Area  Home Ec

Subject  Personal

Problem Orientation  Child

Environment has a carrying capacity.

BEHAVIORAL OBJECTIVES

Cognitive: Analyzes the effects family's carrying capacity has on child's total development (physical, social, intellectual, and emotional.)

Affective: Weighs alternatives related to the effect of carrying capacity on child development and family relationships.

Skills to be Learned

Writing
Defining
Graphic illustrations
Non-verbal skills

SUGGESTED LEARNING EXPERIENCE

I. Student-Centered in class activity

A. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual and emotional.)

B. Teacher interviews small groups of students who define in their own words the following terms:
   1. carrying capacity
   2. types of behavior
   3. types of growth
and/or students play charades illustrating types of behavior, types of growth, and carrying capacity.

C. Students view films on cultural familial influence on child development (see resource list).

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.

   1. write in first person & use cultural facts researching from many sources.
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<tr>
<th><strong>II. Outside Resource and Community Activities</strong></th>
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<tr>
<td>A. AFS exchange students talk about their culture and child rearing practices.</td>
</tr>
<tr>
<td>B. Students add to class discussion relating significant facts about the child rearing background and culture from their own particular ethnic background.</td>
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<td>D. Students add to class discussion relating significant facts about the child rearing background and culture from their own particular ethnic background.</td>
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**Resource and Reference Materials**

**Publications:**
- Population Bomb, Paul Erhlich
- Childhood in Society, Erik Erikson
- It's A Good Life For All People, USDA, 1971 Yearbook of Agriculture.

**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

<table>
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<th>Continued and Additional Suggested Learning</th>
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<tr>
<td>public health nurse</td>
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</tbody>
</table>
Continued and Additional Suggested Learning Experiences
8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**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**

1. **Student-Centered in class activity**
   - **A.** Students define social behavior:
     - List types of social behavior on board.
   - **B.** List environmental factors and discuss how they affect social behavior. (Ex. flood-social interaction of people working together to clean up.)
   - **C.** Interactive games involve children's community social behavior (games like duck-duck-goose, lion hunt).

2. **Students create children's games to enhance social interaction (games like duck-duck-goose, lion hunt).**

3. **Students demonstrate and revise games in class.**

4. **Class develops an observation sheet for analyzing social behavior in children.**

5. **Pairs of students go out in community and observe and report on children's social behavior (playground, grocery store, etc.).**

6. **Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or**

(Continued on back)
Student-Centered Learning Experiences

SUGGESTED LEARNING EXPERIENCES

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?
<table>
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<tbody>
<tr>
<td>Publications:</td>
<td>I. Cont.</td>
</tr>
<tr>
<td>Play, Penneys</td>
<td>F. (Cont.)</td>
</tr>
<tr>
<td>Guide to Play and Playthings,</td>
<td>make up stories relating social</td>
</tr>
<tr>
<td>FAO Children's World</td>
<td>from observing pictures of child abuse</td>
</tr>
<tr>
<td>Parent's Guide, Fisher-Price Toys</td>
<td>G. Children come to school for the</td>
</tr>
<tr>
<td>Press-Gazette articles on child abuse Sunday, July 2, July 3, etc. (1972)</td>
<td>students observe social behavior</td>
</tr>
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<td>the interaction games they may</td>
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<td>H. Panel discussion with different</td>
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<td>responsible for different types of</td>
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<tr>
<td></td>
<td>behavior (shyness, boisterousness,</td>
</tr>
<tr>
<td></td>
<td>attention-seeking, etc.)</td>
</tr>
</tbody>
</table>

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

Community:
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.)
1. 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.)
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 Daycare Requirements, Division of Family Services, Courthouse

Audio-Visual:

- "Setting the Stage for Learning"
- "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 development and needs

<table>
<thead>
<tr>
<th>Continued and Additional Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. (Cont.)</td>
</tr>
<tr>
<td>C. for children</td>
</tr>
<tr>
<td>1. Discuss what children learn</td>
</tr>
<tr>
<td>2. Explain head, shoulders, knees and learns placement of body language</td>
</tr>
<tr>
<td>D. Students plan and run a nursery</td>
</tr>
<tr>
<td>1. One student is responsible for state requirements</td>
</tr>
<tr>
<td>2. Students take specific roles</td>
</tr>
<tr>
<td>a) Snack</td>
</tr>
<tr>
<td>b) Clean-up</td>
</tr>
<tr>
<td>c) Set-up</td>
</tr>
<tr>
<td>d) Games, etc.</td>
</tr>
<tr>
<td>3. Activities for school such as opportunities for: leg movement, language development, muscular eye-hand coordination, etc.</td>
</tr>
<tr>
<td>E. Students evaluate nursery school</td>
</tr>
<tr>
<td>Sample questions:</td>
</tr>
<tr>
<td>1. What are children learning?</td>
</tr>
<tr>
<td>2. What three things did you learn that you think were most important?</td>
</tr>
<tr>
<td>3. Relate cute expressions you observe? etc.</td>
</tr>
</tbody>
</table>
I. Continued and Additional Suggested Learning Experiences

C. for children
1. Discuss what children learn by each activity
   - 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.
C 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

BEHAVIORAL OBJECTIVES

Cognitive: Analyzes population growth patterns and the environmental carrying capacity.
Affective: Judges problems and issues of population growth and the environmental carrying capacity.

Skills to be Learned
Defining
Mapping
Viewing
Reading
Writing
Creating games
Playing games
Judging

SUGGESTED LEARNING EXPERIENCES

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.
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)
Factors are limiting Discipline Area Home Economics
organisms living Subject Human Growth & Development
Influence, thus, each Problem Orientation Child Development Grade Advanced
Carrying capacity Population

<table>
<thead>
<tr>
<th>ACTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. Define and discuss &quot;carrying capacity&quot;.</td>
<td></td>
</tr>
<tr>
<td>B. Students trace world, country, state, and city maps and color in terms of population density.</td>
<td></td>
</tr>
<tr>
<td>D. Students write and read to class stories about living in a crowded world. (Ex.-living in a high-rise one-room efficiency apartment.)</td>
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</tr>
<tr>
<td>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 &amp; in overcrowded areas they walk or just choose foods they want off a large conveyor belt.</td>
<td></td>
</tr>
<tr>
<td>(Cont. on back)</td>
<td></td>
</tr>
</tbody>
</table>
### Resource and Reference Materials

**Publications:**
- Population Bomb by Erlich.
- 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"

### Continued and Additional Suggestions

**I. Cont.**
- F. Students clip and collect articles related to population a value judgment on these.
<table>
<thead>
<tr>
<th>Materials</th>
<th>Continued and Additional Suggested Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. Cont.</td>
</tr>
<tr>
<td></td>
<td>F. Students clip and collect newspaper and magazine</td>
</tr>
<tr>
<td></td>
<td>articles related to population growth and write</td>
</tr>
<tr>
<td></td>
<td>a value judgment on these articles.</td>
</tr>
</tbody>
</table>
C 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

**BEHAVIORAL OBJECTIVES**

Cognitive: Analyze inter-relationship of disease, causes of disease, disease control, and the environmental ecosystem.

Affective: Forms judgments as to personal responsibilities for the control of disease.

Skills to be Learned

- Identify communicable diseases
- Discussion
- Research
- Diagraming

**SUGGESTED LEARNING EXPERIENCES**

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.
Eco-GrasCon EXP.1.5

Discuss the unit called an

Problem Orientation Disease Control

SUGGESTED LEARNING EXPERIENCES

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.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Facts About Health Quackery,</td>
<td></td>
</tr>
<tr>
<td>Better Business Bureau</td>
<td></td>
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<tr>
<td>Protecting Our Food, Yearbook of</td>
<td></td>
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<tr>
<td>Agriculture, 1966, &quot;Public Health</td>
<td></td>
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<tr>
<td>Programs&quot;.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Rat Problem&quot;, BAVI</td>
<td></td>
</tr>
<tr>
<td>&quot;The Careless Ones&quot;, Sterling</td>
<td></td>
</tr>
<tr>
<td>&quot;Improving America's Health&quot;</td>
<td></td>
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<tr>
<td>&quot;Your Health, Disease and</td>
<td></td>
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<tr>
<td>Control&quot;, BAVI</td>
<td></td>
</tr>
<tr>
<td>&quot;Counter-Attack&quot;, Park, Davis, &amp; Co.</td>
<td></td>
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<tr>
<td>&quot;Body Defenses Against Disease,&quot;</td>
<td></td>
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<tr>
<td>&amp;VI</td>
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</tbody>
</table>

**Community:**
Continued and Additional Suggested Learning Experiences
10. Short-term economic gains may produce long-term environmental losses.

**Discipline Area**: Home Economics

**Subject**: Human Growth and Development

**Problem Orientation Careers in the Environment**

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive</strong></td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td></td>
<td>A. Students choose and report on environmental careers.</td>
</tr>
<tr>
<td></td>
<td>Ex.-life scientist aquatic biologist biochemist pathologist</td>
</tr>
<tr>
<td></td>
<td>B. Graphic illustration of things students value most and things they value least.</td>
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<tr>
<td></td>
<td>C. Choose three adjectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices.</td>
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<td></td>
<td>D. Analysis games 1. reading palms 2. handwriting analysis 3. draw a house</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Skills to be Learned**
- Self-analysis
- Research and discussion
- Graphic illustration
**Objective:**
Economic gains may have long-term environmental consequences.

**Discipline Area:** Home Economics

**Subject:** Human Growth & Development

**Problem Orientation:** Careers in the Environment

**Grade:** Advanced

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>A. Students choose and report on environmental careers. Ex. - life scientist, aquatic biologist, biochemist, pathologist</td>
</tr>
<tr>
<td>B. Graphic illustration of things students value most and things they value least.</td>
</tr>
<tr>
<td>C. Choose three objectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices.</td>
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<td>D. Analysis games 1. reading palms 2. handwriting analysis 3. draw a house</td>
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<td>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.</td>
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</table>

II. Outside Resource and Community Activities
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Career Education in the Environment, I-G-E RMC</td>
<td></td>
</tr>
<tr>
<td>The Place For You</td>
<td></td>
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<tr>
<td>Parke, Davis &amp; Co.</td>
<td></td>
</tr>
<tr>
<td>P.O. 118</td>
<td></td>
</tr>
<tr>
<td>Detroit, Michigan 48232</td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;A Time For Searching&quot;</td>
<td></td>
</tr>
<tr>
<td>Modern Talking Picture Service, Inc.</td>
<td></td>
</tr>
<tr>
<td>1212 Avenue of Americas</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>&quot;The Bridge&quot;,</td>
<td></td>
</tr>
<tr>
<td>Nat. Assoc. of Mfgs. Film Service</td>
<td></td>
</tr>
<tr>
<td>277 Park Avenue</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>&quot;The Big Question&quot;,</td>
<td></td>
</tr>
<tr>
<td>New York Life Insurance Assoc.</td>
<td></td>
</tr>
<tr>
<td>600 Madison Avenue</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
</tbody>
</table>

**Community:**
Continued and Additional Suggested Learning Experiences

| Environment, Service, Inc. | Service assoc. |
4. An adequate supply of pure water is essential for life.

**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 EXPERIENCES**

1. Student-Centered in class activity
   - View and discuss filmstrip, "Water Pollution - A Complex Problem".
   - 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.
   - Students view and discuss film, "Third Pollution", to see how communities can help manage and eliminate water pollution.
   - Invite a cookware salesman to demonstrate waterless cookery.
   - 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.
   - Students compile proposals into a survey and distribute (cont.)
<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>A. View and discuss filmstrip, &quot;Water Pollution - A Complex Problem&quot;.</td>
</tr>
<tr>
<td>B. Students list all uses of water in everyday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.</td>
</tr>
<tr>
<td>1. Categorize into natural, industrial, sewage, thermal pollution.</td>
</tr>
<tr>
<td>C. Students view and discuss film, &quot;Third Pollution&quot;, to see how communities can help manage and eliminate water pollution.</td>
</tr>
<tr>
<td>D. Invite a cookware salesman to demonstrate waterless cookery.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>F. Students compile proposals into a survey and distribute (cont.)</td>
</tr>
<tr>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. Visit sewage disposal plant to see how sewage water is treated before it is returned to water supply.</td>
</tr>
<tr>
<td>B. Visit water dept. to see how water is treated before it is piped to home or business.</td>
</tr>
</tbody>
</table>
### 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 Environmental Reader**, Sheridan Blau and Jolina V.B. Rodenbeck, MacMillan, 1971
- **What You Can Do About Water Pollution**, #700-088 and Groups That Can Help You Protect Your Environment, #700-086, 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

#### Community:
- Sewage treatment plant
- Water department

---

I. (cont.)

<table>
<thead>
<tr>
<th>1. Report findings back to class.</th>
</tr>
</thead>
</table>

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Throughout community to see if people like the proposed ideas.
I. Continued and Additional Suggested Learning Experiences

1. Throughout community to see if people could accept the proposed ideas.
2. Report findings back to class.

I-C-E RMC Problem, Walker, New Ely, Bla, and McFadden, Y. Ann.
4. An adequate supply of pure water is essential for life.

Cognitive: Comprehends the effect of household water consumption environment.

Affective: Develops a personal plan in the use of household water.

Skills to be Learned
Comparing
Computing
Reporting
Drawing conclusions

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.
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

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

BEHAVIORAL OBJECTIVES

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

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.)
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
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      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.)
Resource and Reference Material

I. 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 Suggested Learning Experiences

I. (cont.)

1. Ancient -husband goes out after a catch, 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".
C) Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

### BEHAVIORAL OBJECTIVES

<table>
<thead>
<tr>
<th>Cognitive: Analyzes the role of the consumer in terms of economic factors and the status of man's values and attitudes towards his environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective: Assumes responsibility for consuming to protect the environment.</td>
</tr>
<tr>
<td>Skills to be Learned</td>
</tr>
<tr>
<td>Financial planning</td>
</tr>
<tr>
<td>Discussing</td>
</tr>
<tr>
<td>Identifying</td>
</tr>
</tbody>
</table>

### SUGGESTED LEARNING

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students define the family.</td>
</tr>
<tr>
<td>B. Students discuss family and individual life cycle.</td>
</tr>
<tr>
<td>1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.)</td>
</tr>
<tr>
<td>2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.)</td>
</tr>
<tr>
<td>C. Students draw parallel flow charts of the individual and family life cycles.</td>
</tr>
<tr>
<td>1. Child-rearing stage</td>
</tr>
<tr>
<td>a. Baby</td>
</tr>
<tr>
<td>b. Preschooler</td>
</tr>
<tr>
<td>c. School</td>
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<tr>
<td>d. Preadolescent</td>
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<tr>
<td>e. Young adult (launching stage)</td>
</tr>
<tr>
<td>D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.)</td>
</tr>
</tbody>
</table>
Economic, social, and discipline area: Home Economics

ors determine status: Subject: Management of Personal & Family Resources

s and attitudes: Problem Orientation: Consumer Grade: Advanced

environment.

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCES</th>
<th>I. Student-Centered in class activity</th>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Students define the family.</td>
<td>A. Local bank official to speak on financial planning for families and individuals.</td>
</tr>
<tr>
<td></td>
<td>B. Students discuss family and individual life cycle.</td>
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<tr>
<td></td>
<td>1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.)</td>
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<tr>
<td></td>
<td>2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.)</td>
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<tr>
<td></td>
<td>C. Students draw parallel flow charts of the individual and family life cycles.</td>
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<tr>
<td></td>
<td>1. Childrearing stage</td>
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<tr>
<td></td>
<td>a. Baby</td>
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<td></td>
<td>D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.)</td>
<td></td>
</tr>
</tbody>
</table>
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: Management", BAVI
- "Financing a New Partnership", Penny's

Continued and Additional Suggestions (cont.)

I. Happiest and why these differences and why these activities are important to you?

E. Students interview a variety of people to determine values in different roles and situations.
   1. When you were first married, what was the most important to you?
   2. When you had your first child, what was the most important to you?
   3. When you had preschool children, what was the most important to you?

F. Students plan a household budget at three different stages of the life cycle to determine how resources are used at each stage.

G. Students list materials purchased because of specific needs and discuss how these purchases affect the environment.

Community:
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.
8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**BEHAVIORAL OBJECTIVES**

| Cognitive: | Analyzes the effects man's values and attitudes have on selecting housing. |
| Affective: | Weighs values and attitudes in selecting housing. |

**Skills to be Learned**

- Research
- Viewing
- Discussing
- Computing
- Graphic illustration

**SUGGESTED LESSON**

I. Student-Centered in-class activity

A. Research and discuss the various types of housing.

B. View and discuss film, "Homes Around the World" values and attitudes.

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, tax upkeep, landscape, insurance, etc.)

H. Students make a bulletin board using computations illustrations of owning a mobile home, renting and buying or building a home (cont.)
### Suggested Learning Experiences

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

Publications:
The House We Live In, An Environmental Reader, Sheridan Blau and John V.B. Rodenbeck, MacMillan, 1971.
Homes With Character, Craig & Rush Homemaking for Teenagers, Book 2 Designs for Low Cost Wood Homes, 
Selecting and Financing A Home, 
#0101-0019 and 
Morton, Ruth & others, The Home, Its Furnishings & Equipment, 
McGraw-Hill 
Housing Today, Helper, Donald E. and Paul T. Wallach, McGraw-Hill 
Buying or Selling Your Home, 
Denton, John H., Barrows, n.d.

Audio-Visual:
Homes Around the World, BAVI, #4010
Visual Products Division, 3 M Co., 
3 M Center, St. Paul, Minn. 55101
Home Styles Values and Goals 
Attitudes & Manner: Their 
Influence on Accomplishments 
The Rational Decision-Making Process 
Home Management - Outside Influence

Community: I. Based on the information above, paper on the type of housing and features they would inclu
I. Based on the information above, students write a paper on the type of housing they would select and features they would include.
9. Man has the ability to manage, manipulate, and change his environment.

**BEHAVIORAL OBJECTIVES**

**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

**SUGGESTED LEARNERS' ACTIVITIES**

- **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 closets, leaving lights on, flushing kleenex down the toilet, nearby parks, using candy pop, throwing out lawn clippings, etc.)
  
- B. Each student chooses one form of family waste and researches methods of conserving this waste.

  - C. Each student makes a list of waste 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.
SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in Class Activity

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.)

B. Each student chooses one form of family waste and researches methods of conserving this waste.

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")

D. Students collect food scraps and make a new dish.

E. Students remake some clothing articles.

II. Outside Resource and Community Activities

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.

B. Class visit resale store to determine how items can be used.

C. Have a professional seamstress show how to remake clothes.

D. Institutional cook to speak on how to use left-overs.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Lea</th>
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<tbody>
<tr>
<td><strong>Publications:</strong></td>
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<tr>
<td>&quot;Just What Are You Worth Today?&quot;,</td>
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<tr>
<td>Better Homes and Gardens</td>
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</tr>
<tr>
<td>1716 Locust Street</td>
<td></td>
</tr>
<tr>
<td>Des Moines, Iowa 50303</td>
<td></td>
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<tr>
<td>&quot;A Place to Live&quot;</td>
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<tr>
<td>National Audubon Society</td>
<td></td>
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<tr>
<td>950 3rd Avenue</td>
<td></td>
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<tr>
<td>New York, N.Y. 10022</td>
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<tr>
<td><strong>Audio-Visual:</strong></td>
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<tr>
<td>&quot;Recycling Resources&quot; - I-C-E RMC</td>
<td></td>
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<tr>
<td>&quot;The Junk Dump&quot; - I-C-E RMC</td>
<td></td>
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<tr>
<td>&quot;The Stream&quot; - I-C-E RMC</td>
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<tr>
<td><strong>Community:</strong></td>
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<tr>
<td>Seamstress</td>
<td></td>
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<tr>
<td>Institutional cook</td>
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<tr>
<td>Sewage plant</td>
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<tr>
<td>Garbage dump</td>
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<tr>
<td>Salvage yard</td>
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<tr>
<td>Resale store</td>
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</table>
Continued and Additional Suggested Learning Experiences
10. Short-term economic gains may produce long-term environmental losses.

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 not activities are helping to achieve short-term or long-term goals.
      1. Students make line graphs 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 situation that are economically inexpensive now but cost to environment in the long run.
   E. Story building - 3 parts (cont.)
### SUGGESTED LEARNING EXPERIENCES

#### 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 not 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 in case studies.

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

E. Story building - 3 parts.
   (cont.)

#### II. Outside Resource and Community Activities

A. Interview community business, political, etc. persons to determine short-term economic gain that would result in long-term environmental losses.

Sample questions:
1. What are some things you could do to achieve short-term economic gain which would result in long-term environmental losses?
2. What are your specific economic goals?
3. What are some methods you could employ to achieve economic goals?
4. Do you see your business or industry as having any effect on the environment.
   (cont.)
Resource and Reference Materials

Publications:
Career Education in the Environment, 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 Suggestions

I. (cont.)
Examples:
1. Paper plates vs dishes
2. Pollution vs recycling
3. Family life vs garbage

F. Plan and carry out a part of a long-term environmental effort.

G. Investigate career goals.

II. (cont.)
5. Do you see your business and family life?
6. Do family considerations influence hiring or firing policies?

Students use answers as a stimulus for student-teacher analysis.
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.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over 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 EXPERIENCE**

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.
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

Publications:
"Solid Waste Disposal", Brown County Planner
"Solid Waste and You", University of Wisconsin-Extension

Audio-Visual:
"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
Films:
"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

Community:
County planner
Garbage collector
Sanitary engineer
Janitor
<table>
<thead>
<tr>
<th>Materials</th>
<th>Continued and Additional Suggested Learning Experiences</th>
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|           |rip kit)                                               |
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|           |ant"                                                  |
|           |choice"                                                |
|           |28                                                     |
Individual acts, duplicated or compounded, produce significant environmental alterations over time.

**BEHAVIORAL OBJECTIVES**

| Cognitive: Comprehends how the use of design elements in housing produce significant environmental alterations over time. |

| Affective: Shows awareness of the effects designs of housing play on the environment |

<table>
<thead>
<tr>
<th>Skills to be Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing feelings</td>
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<tr>
<td>Searching</td>
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<tr>
<td>Identifying</td>
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<tr>
<td>Discussing</td>
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**SUGGESTED LEARNING ACTIVITIES**

1. **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 (\, , , , )
     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
   - **D.** Student discussion of the type of living environment they want (cont.)
cated Discipline Area Home Economics
significant Subject Management of Personal and Family Resources
tever 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

Publications:
- Caprolan Color Quiz Book
  Allied Chemical Corp.
  61 Broadway
  N.Y., N.Y. 10006
- Color Wheel Coordinator
  Carpet Marketing
  E.I. du Pont de Nemours & Co., Inc.
  Wilmington, Del. 19898

Audio-Visual:
- "Decorating and Planning Your Home -- Some Basic Ideas"
  BAVI 6786
- "Decorating 'n' Easy" Sears
- "Design for Living" BAVI 0722
- "Color" $4.00 BAVI 7341
- "Color Keying In Art and Living"
  $3.50 BAVI 0753
- "Use Color with Confidence" Rit Dye
  Best Foods Div., Corn Product Co.,
  717 - 5th Ave, N.Y., N.Y. 10022
- "Color Manipul" Modern, 1212 Ave
  of Am., N.Y., N.Y. 10036

Continued and Additional Suggestions

I. (cont.)
- to create exciting, restful environments, achieve this through color.

Community.
Continued and Additional Suggested Learning Experiences

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

Home Economics

Subject  

Management of personal and family resources

Problem Orientation  

Laundry  

Grade beginning or intermediate

SUGGESTED LEARNING EXPERIENCES

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.

---

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 (tensil 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.)
RESOURCE AND REFERENCE MATERIALS

Publications:

- Soaps and Detergents for Home Laundering, 0100 - 1318 Consumer Product Information, P.O. Box 1205, Arlington, VA 22210
- "Consumer Reports" "The Detergent Dilemma", Jan. 1971
- Good Housekeeping "Laundry Techniques for Modern Washers", Forecast for Home Economics, Sept. 1971
- "Primer for Home Laundry" "Planning for Home Laundry Center" available from Maytag "Laundry Know-How" (booklet free from public utility company)

Audio-Visual:

- Party Water Simulation game, E-C-M "The Stream", I-C-C "Today's Easier Launday"
- Consumer Reports "The Detergent Dilemma", Jan. 1971
- Good Housekeeping "Laundry Techniques for Modern Washers", Forecast for Home Economics, Sept. 1971
- "Primer for Home Laundry" "Planning for Home Laundry Center" available from Maytag "Laundry Know-How" (booklet free from public utility company)
continued and Additional Suggested Learning Experiences

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

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.
Discipline Area: Home Economics
Subject: Personal and family relations
Problem Orientation: Housing
Grade: Intermediate (Remodeling)

SUGGESTED LEARNING EXPERIENCES

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.
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      5. Students note features (lines, colors, proportions, etc.) that they find pleasing.
   B. Class selects one house to analyze for remodeling.

II. Outside Resource and Community Activities
   A. Contractor talk on housing style.
   B. Art instructor talk on line, color and proportion in housing.
   C. Interior decorator talk on aesthetics in housing exteriors.
## Resource and Reference Materials

**Publications:**
- The Home, Morton & Others
- Homes with Character, Craig & Rush
- How to Get the Most for Your Money
- When You Buy a Home, American Land Title Assn., 725 Eye St., N.W., Washington, D.C. 20006
- How to Buy a Good Window, Anderson Corp., Bayport, Minnesota 55003
- Home Improvement Booklets, Better Homes for All America, Dept. BH5, 1716 Locust, Des Moines, Iowa 50303
- What you Should Know Before You Buy a Home, Modern, 1212 Ave of Am., N.Y., N.Y. 10036

## Continued and Additional Suggestions

1. Class views pictures of house undesirable features.
2. Each student draws a solution feature (example: an eavestros center front of the house could corner)
3. Students list money and natural make the changes and determine warranted or not.

## Audio-Visual:

- Community:
  - Contractor
  - Interior Decorator
<table>
<thead>
<tr>
<th>Continued and Additional Suggested Learning Experiences</th>
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<tbody>
<tr>
<td>1. Class views pictures of house and list desirable and undesirable features.</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>3. Students list money and natural resources needed to make the changes and determine whether they are warranted or not.</td>
</tr>
</tbody>
</table>
C. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

### Behavioral Objectives

- **Cognitive:** Analyzes the effect of exceeding city carrying capacity on quality of life.
- **Affective:** Believes in the importance of planning for land use.

### Skills to be Learned

- Map reading
- City planning
- Decision making
- Gathering facts
- Creative small group problem solving
- Critical thinking

### Suggested Learning Objectives

1. Student-Centered in class activity
   - A. Students identify the problems that result in over-crowding urban areas
     - Ex. Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.
   - 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
   - C. Students create own case studies in small groups.
   - D. Speaker or study of zoning regulations and city planning.
   - E. Students use simulation game (Cont)
Several factors are limiting the organisms living in the area, thus, each has a carrying capacity. The discipline area is Home Economics, the subject is Management of Personal and Family Resources, and the problem orientation is Housing-City Planning Advanced.

### OBJECTIVES

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students identify the problems that result in over-crowding urban areas. Ex: Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>C. Students create own case studies in small groups.</td>
</tr>
<tr>
<td>D. Speaker or study of zoning regulations and city planning.</td>
</tr>
<tr>
<td>E. Students use simulation game (Con't)</td>
</tr>
</tbody>
</table>

### SUGGESTED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. City Planner to speak to class about current problems in planning city, zoning regulations, etc.</td>
</tr>
</tbody>
</table>

I. Outside Resource and Community Activities

A. City Planner to speak to class about current problems in planning city, zoning regulations, etc.
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 Crow Me" BAVI
- "City and It's Region" BAVI
- "Cars or People" BAVI
- "City in Crisis: What's Happening?" BAVI
- "City Reborn" BAVI
- "Expanding City" BAVI
- "Living City" BAVI
- "Urban" BAVI

Community:

Continued and Additional Suggestion Items (Con't from I.)

- "Man and His Environment"
- F. Continuum play on the effects of area.
<table>
<thead>
<tr>
<th>Materials</th>
<th>Continued and Additional Suggested Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Con't from I.)</td>
<td>F. Continuum play on the effects of over-crowding an area.</td>
</tr>
<tr>
<td>&quot;Man and His Environment&quot;</td>
<td></td>
</tr>
<tr>
<td>Year 1971</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

**BEHAVIORAL OBJECTIVES**

**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

**SUGGESTED ACTIVITY**

I. Student-Centered in classroom activity
   - A. Students list methods air is manipulated in the home (heated, humidified, purified, etc.)
   - B. View and discuss Wisconsin Public Service television series "Total Comfort Control"
   - C. Listen to speakers on different equipment works. (Salesman describes how dehumidifier takes water out of the air.)
The supply of clean air is usable by most organisms. Through respiration, energy is released in the food space. Subjects include Management of Personal and Family Resources. Problem Orientation: Housing, Grade: Advanced.

**PURPOSE**

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

**SUGGESTED LEARNING EXPERIENCES**

- Outside Resource and Community Activities
  - A. Furnace and appliance repairman speak to class on different types of furnaces available, i.e., forced air, hot water, etc.
  - B. Appliance salesman speaks on different types of appliances and how they function, i.e., humidifier, dehumidifier.
**Resource and Reference Materials**

<table>
<thead>
<tr>
<th>Publications</th>
<th>Local Extension Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Giant Steps to Clean Air</td>
<td>Are You Polluting Your Own Home?</td>
</tr>
<tr>
<td>P. O. Box 1205, Arlington, VA 22210</td>
<td>Facts About Gas Heaters, Gas</td>
</tr>
<tr>
<td>Air Pollution, John Cuigley</td>
<td>Appliance Mfg. Assn, 60 E. 42nd St., NY, NY 10017</td>
</tr>
<tr>
<td>Local Extension Service</td>
<td>Room Air Conditioners, Air</td>
</tr>
<tr>
<td>Are You Polluting Your Own Home?</td>
<td>Conditioning Dept., C. E.</td>
</tr>
<tr>
<td>Science Digest 66:22-6</td>
<td>Appliance Park, Louisville, Ky 40225</td>
</tr>
<tr>
<td>Appliance Mfg. Assn, 60 E. 42nd St., NY, NY 10017</td>
<td>2500 Frisco Ave, Memphis, Tenn. 38114</td>
</tr>
<tr>
<td>Room Air Conditioners, Air</td>
<td>Audio-Visual:</td>
</tr>
<tr>
<td>Conditioning Dept., C. E.</td>
<td>&quot;Total Comfort Control&quot;, Wis. Public Service</td>
</tr>
<tr>
<td>Appliance Park, Louisville, Ky 40225</td>
<td>Smog - simulation gave, I-C-E RMC</td>
</tr>
<tr>
<td>Home Ventilating Fans, Hunter Div.,</td>
<td>&quot;Air Pollution&quot; 0676 - $4.00 BAVI</td>
</tr>
<tr>
<td>Robbins &amp; Meyers, Inc.</td>
<td></td>
</tr>
<tr>
<td>2500 Frisco Ave, Memphis, Tenn. 38114</td>
<td></td>
</tr>
<tr>
<td>Audio-Visual:</td>
<td></td>
</tr>
<tr>
<td>&quot;Total Comfort Control&quot;, Wis. Public</td>
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<tr>
<td>Service</td>
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<td>Smog - simulation gave, I-C-E RMC</td>
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<td>&quot;Air Pollution&quot; 0676 - $4.00 BAVI</td>
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</tbody>
</table>

**Community:**

- Appliance Stores
- Furnace Manufacturers
Continued and Additional Suggested Learning Experiences
BEHAVIORAL OBJECTIVES

<table>
<thead>
<tr>
<th>Cognitive: Proposes a plan for managing, manipulating, or changing an existing environment to contribute to family living.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective: Form judgements as to responsibility in managing, manipulating or changing an existing environment to contribute to family living.</td>
</tr>
<tr>
<td>Skills to be Learned</td>
</tr>
<tr>
<td>Interviewing</td>
</tr>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>Recommending</td>
</tr>
<tr>
<td>Listing</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
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</table>

SUGGESTED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
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<td>A. List factors involved in improvement of environments.</td>
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<td>1. Zoning, sewage treatment, planting trees, remodeling</td>
</tr>
<tr>
<td>B. Develop a questionnaire for surveying community as to needs, key problems and available organizations.</td>
</tr>
<tr>
<td>Sample questions:</td>
</tr>
<tr>
<td>1. How do elected officials stand on the matters of community needs, key problems and available organizations?</td>
</tr>
<tr>
<td>2. Is there a Planning Commission?</td>
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<tr>
<td>3. What regional organizations exist?</td>
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<tr>
<td>4. Is there a park and recreation dept?</td>
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<tr>
<td>5. Is there an overall recreation program?</td>
</tr>
<tr>
<td>6. Is there an agency for air pollution control?</td>
</tr>
<tr>
<td>7. Is there an effective (Con't)</td>
</tr>
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</table>
Discipline Area Interdisciplinary Studies, Home Ec., Soc. St., Eco.
Subject Management of personal & family resources
Problem Orientation Housing Grade Adv.

OBJECTIVES

I. Student-Centered in class activity
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)

II. Outside Resource and Community Activities
A. Guest speaker--elected officials to voice opinion on community needs, key problems and available organizations.
Resource and Reference Materials

Publications:
The Citizen’s Advisory Committee on Environmental Quality, 1700 Pennsylvania Ave. N.W. Washington D. C. 20006

Audio-Visual:
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

Community:
Elected officials

Continued and Additional Suggested Learning Materials

(Con’t from I.)

1. Do you feel this is a progressive community?
2. Would you prefer to live in a progressive or a conservative community? Why? or Why not?
3. List recommendations for community improvement.
4. Inventory fellow students, other teachers and members as to attitudes regarding the community.
5. Investigate possible sources of help (chamber of commerce, dept. of natural resources, commerce, Better Business Bureau, project I-C-E RMC, etc.)
6. Record selective family activities to improve the environment for one week.
7. Propose a plan changing the activities to improve the environment.

8. How vigorous is the community's program of pesticide control?
9. Is there a conservation commission?
10. Is there a local land trust?
11. Is there a soil conservation district?
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

1. Do you feel this is a progressive or conservative community?

2. Would you prefer to live in a progressive or conservative community? Why? or Why not?

E. Involve community members in recognizing existing problems--this could be done by means of a poster campaign.

F. Investigate possible sources of help (financial and other)

1. Chamber of commerce, Dept. of Natural Resources,
   Better Business Bureau, Project ICE CESA 9

G. Record selective family activities that use the environment for one week.

H. Propose a plan changing the activities to make better use of the environment.
12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

**BEHAVIORAL OBJECTIVES**

**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

**SUGGESTED ACTIVITY**

1. Student-Centered in class activity
   - A. Students define and discuss principles of 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 year articles on conserving electricity and the possible results of not conserving electricity.
Stewardship must be cultivated and should never violate the rights of others.

**SUGGESTED LEARNING EXPERIENCES**

I. Student-Centered in class

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 Suggestion

<table>
<thead>
<tr>
<th>Publications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader’s Guide</strong></td>
</tr>
<tr>
<td>&quot;Ways to Reduce Fuel Consumption on Household Heating&quot; 0303-0388</td>
</tr>
<tr>
<td>&quot;Ways to Reduce Energy Consumption and Increase Comfort&quot; 7700-020</td>
</tr>
<tr>
<td>Consumer Product Info., P.O. Box 1205, Arlington, VA 22210</td>
</tr>
<tr>
<td><strong>Electrical Portable Appliance, G.E. Housewares Div.</strong>, Bridgeport, Conn. 06602</td>
</tr>
<tr>
<td><strong>Small Cooking Appliances, Home Service Dept., West Bend, 400 W. Washington, West Bend, WI 53095</strong></td>
</tr>
<tr>
<td><strong>Small Electrical Appliances, National Presto Ind., Eau Claire, WI 54702</strong></td>
</tr>
</tbody>
</table>

**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**
Suggested Materials  Continued and Additional Suggested Learning Experiences

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

Appliance, G.E.
Port, Conn.

P.O.Box, Home
2nd, 400 W.
WI 53095

rances,
au Claire,

Our World
I

or
senative
12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

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 ownership and rights of others.

Skills to be Learned
- Viewing and listening
- Defining
- Discussion
- Writing

SUGGESTED LEARNING ACTIVITIES

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 Box" and discuss housing development and its effects on the rights of others.
   E. View and discuss filmstrip The Urban Crisis.
ship must be violated and should not violate the rights of others.

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Management of Personal and Family Resources</td>
</tr>
<tr>
<td>Problem Orientation</td>
<td>Housing Grade</td>
</tr>
</tbody>
</table>

**SUGGESTED LEARNING EXPERIENCES**

**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*.

**II. Outside Resource and Community Activities**

A. Local government representative to explain local ordinances on:
   - pet control
   - snowmobiling
   - lawn mowing and sprinkling
   - snow blowing
   - sump pump
   - drainage field
   - burning
   - garbage collection
   - noise pollution
   - air pollution controls
   - water pollution controls
Resource and Reference Materials

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
- The House We Live In, An Environmental Reader, Sheridan Blay 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 Reg. on, 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 0897, $7.50

Community:
- Federal Housing Administration
- Housing and Urban Development
- Housing Authority
- Local Contractor
Continued and Additional Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.36</td>
<td>Activity 1</td>
</tr>
<tr>
<td>C-E RIC</td>
<td>Activity 2</td>
</tr>
<tr>
<td>RIC</td>
<td>Activity 3</td>
</tr>
</tbody>
</table>

**Note:** ERIC (Educational Resources Information Center) logo is present at the bottom of the page.
Environmental factors are limiting on the numbers of organisms living within their influence, thus each environment has a carrying capacity.

**Behavioral Objectives**
- Affective: Perceives that food is a limiting factor in world population.
- Cognitive: Comprehends that food is a limiting factor in world population.

**Skills to be Learned**
- Discussion
- Graphic illustration
- Listening

**Suggested Learning Activities**
- View film, "Secret Hunger" and discuss the film.
- Match newspapers and magazines with food problems in the future.
- Discuss film and answer the question, "What way will we handle world food problems in the future?"

**Subject**
- Food Resource Management

**Problem Orientation**
- Food within their influence, thus each environment has a carrying capacity.
Factors are limiting of organisms living influence, thus, each as a carrying capacity.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
<td></td>
</tr>
<tr>
<td>A. View and discuss the film, &quot;Hungry Angels&quot;.</td>
<td></td>
</tr>
<tr>
<td>B. Watch newspapers and magazines for articles dealing with world food problems.</td>
<td></td>
</tr>
<tr>
<td>C. View film, &quot;Secret Hunger&quot;, discuss film and answer question, &quot;What way will we handle world food problems in the future?&quot;</td>
<td></td>
</tr>
<tr>
<td>II. Outside Resource and Community Activities</td>
<td></td>
</tr>
<tr>
<td>A. Representative from County Extension Agency or Social Services.</td>
<td></td>
</tr>
<tr>
<td>1. Speak to students - &quot;How food problems are handled among the poor&quot;.</td>
<td></td>
</tr>
</tbody>
</table>
Resource and Reference Materials

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

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

II. Outside Resource and Community Activities

A. Class take field trip to one or more of the following places to see how food wastes are taken care of:
1. Grocery store
2. Sewage plant
3. Fruit and vegetable farm
4. School cafeteria
5. Restaurants
6. Drive-in

B. State Board of Health personnel to talk on sanitary food regulations.
Resource and Reference Materials

Publications:
"Eat and Grow Slim",
American Institute of Baking
400 East Ontario St.
Chicago, Illinois 60611
"Home Refuse Storage",
Consumer Product Information
P.O. Box 1205
Arlington, Va. 22210
"Down the Drain",
Consumers Institute
GE appliances Park
Louisville, Ky. 40225

Audio-Visual:
"Food Cycle and Food Chains",
BAVI, #5698
"Junkyard", Film, I-C-E RMC
"Garbage", Film, I-C-E RMC
"Food Preparation", Film, BAVI
#3163

Community:
Grocery store
Sewage plant
Fruit & vegetable farm
School cafeteria
Restaurant
Drive-In
State Board of Health personnel
### Behavioral Objectives

| Cognitive: | Comprehends changes in food sources and diets throughout history. |
| Affective: | Appreciates technological advancements in provision of food. |
| Skills to be Learned: |
| Researching: |
| Identifying: |
| Problem Solving: |

### Suggestive Activities

| A. View Filmstrip, "Food Through the Ages." |
| Product: "Food in Prehistoric Times." |
| B. Middle Ages: "Habits of Man-Dependancy on Nature." |
| C. Modern Times: "Habits of Man-Technology." |
| D. Ancient Civilizations: "Habits of Man-Control by Environment." |

### Example Objectives

1. Students will identify factors that affect changes in food sources and diets throughout history.
2. Students will research and present on technological advancements in food provision.
3. Students will learn to appreciate the role of technology in modern food distribution.

### Geographic Conditions and Quality of Life

- Natural resources are not equally distributed over the Earth or over time and greatly affect the quality of life.
- Students will analyze how geographic factors influence the availability and quality of food resources.
Discipline Area: Home Economics
Subject: Management of Personal & Family Resources
Problem Orientation: Foods Available Grade Beginning Throughout History

**SUGGESTED LEARNING EXPERIENCES**

<table>
<thead>
<tr>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Interview senior citizen regarding food sources and resources to be used in food preparation.</td>
</tr>
<tr>
<td>1. What were some foods or food sources your family or you relied on as a child?</td>
</tr>
<tr>
<td>2. What foods do you now rely on?</td>
</tr>
<tr>
<td>3. What predictions can you make about the future?</td>
</tr>
<tr>
<td>4. What differences do you experience between food now and future food sources?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. View filmstrip, &quot;Food Through the Ages&quot;. Students define areas of history to be researched.</td>
</tr>
<tr>
<td>1. Ancient civilization</td>
</tr>
<tr>
<td>2. Middle Ages</td>
</tr>
<tr>
<td>3. Modern times</td>
</tr>
<tr>
<td>B. Research factors that affect changing food habits of:</td>
</tr>
<tr>
<td>1. Technology</td>
</tr>
<tr>
<td>2. Mobilization, etc.</td>
</tr>
<tr>
<td>C. Place results on continuum in forms of pictures, illustrations, slogans, etc.</td>
</tr>
<tr>
<td>1. Cave man---future</td>
</tr>
<tr>
<td>2. Dependency on nature or environment---control of nature and/or environment---control by nature.</td>
</tr>
<tr>
<td>D. Describe and compare resources used in preparing food in past and present.</td>
</tr>
</tbody>
</table>
Resource and Reference Materials

Publications:
"Organic Gardening"
"Prevention Magazine"
"Forecast for Home Economics"
Feb. 1972

Audio-Visual:
"Food Through the Ages", Science Research Associates
"History of Food Preservation" (Fall)
"Keeping Food Safe to Eat", Consumer Product Information
P.O. Box 1205
Arlington, Va. 22210
"Food in a Modern World", BAVI
"History of Pressure Cooking", Presto

Community:
<table>
<thead>
<tr>
<th>Continued and Additional Suggested Learning Experiences</th>
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<tbody>
<tr>
<td>&quot;</td>
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<tr>
<td>on</td>
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<tr>
<td>&quot;AVI&quot;</td>
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</tbody>
</table>
C 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.

   BEHAVIORAL OBJECTIVES

   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

   SUGGESTED ACTIVITY

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

energy, is converted

photosynthesis into

Problem Orientation Nutrition

Grade Beginning

SUGGESTED LEARNING EXPERIENCES

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**

**Publications:**

"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 REC

"Food and You" and "The Wonder of You", American Inst. of Baking
  - 400 E. Ontario St.
  - Chicago, Ill. 60611

**Audio-Visual:**

"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.

**Community:**

- County Extension Agent
- School Nurse

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**Continued and Additional Suggestions**

I. (cont.)

1. Illustrate
   a. Kind
   b. Source
   c. Function

F. Students play "Nutri-Bing"

G. Students participate in by question: "What is the ultimate energy?"
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?"
9. Man has the ability to manage, manipulate, and change his environment.

**Behavioral Objectives**

**Cognitive**
- Applies nutritional principles in managing, manipulating, and changing the environment.

**Affective**
- Develops a nutritional plan for managing, manipulating, and changing the environment.

**Skills to be Learned**
- Viewing
- Reviewing
- Recording
- Developing a plan

**Suggested Learning**

1. **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.
Discipline Area: Home Economics
Subject: Management of Personal & Family
Problem Orientation: Nutrition
Grade: Intermediate

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. Dietitian to talk on general nutritional needs.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Family Food Budgeting&quot;, #0100-0873</td>
<td></td>
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<tr>
<td>&quot;Calories &amp; Weight&quot;, #0100-0813</td>
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<tr>
<td>&quot;Nutrition, Nonsense and Sense&quot; #7700-056</td>
<td></td>
</tr>
<tr>
<td>&quot;Family Food Buying&quot;, #0100-1117</td>
<td></td>
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<tr>
<td>All available from</td>
<td></td>
</tr>
<tr>
<td>Consumer Product Information</td>
<td></td>
</tr>
<tr>
<td>P.O. Box 1205</td>
<td></td>
</tr>
<tr>
<td>Arlington, Va. 22210</td>
<td></td>
</tr>
<tr>
<td>&quot;Home Meal Planner&quot;, Gen'l Foods</td>
<td></td>
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<tr>
<td>White Plains, N.Y. 10602</td>
<td></td>
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<tr>
<td>&quot;Important Facts About Iron&quot;</td>
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<tr>
<td>Consumer Products Div.</td>
<td></td>
</tr>
<tr>
<td>Miles Laboratories, Inc.</td>
<td></td>
</tr>
<tr>
<td>Elkhart, Ind.</td>
<td></td>
</tr>
<tr>
<td>&quot;Vitamins and Your Health&quot;</td>
<td></td>
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<tr>
<td>Nat'l Vitamin Foundation</td>
<td></td>
</tr>
<tr>
<td>250 W. 57th St.</td>
<td></td>
</tr>
<tr>
<td>New York, N.Y. 10019</td>
<td></td>
</tr>
<tr>
<td>&quot;Nutrient Content of Various Food Products&quot;</td>
<td></td>
</tr>
<tr>
<td>Sealtest Foods, Consumer Service</td>
<td></td>
</tr>
<tr>
<td>605 3rd Ave.</td>
<td></td>
</tr>
<tr>
<td>New York, N.Y. 10022</td>
<td></td>
</tr>
</tbody>
</table>

**Audio-Visual:**

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

**Community:**
Representative - social service welfare department
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: Applies information about foods available throughout the world to own food sources and diet.</td>
<td>1. Student-centered in-class activity</td>
</tr>
<tr>
<td>Affective: Acquaints self with unfamiliar foods.</td>
<td>A. Students organize into groups to brainstorm types of foods available from:</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td></td>
</tr>
<tr>
<td>Identify food sources</td>
<td>1. Land</td>
</tr>
<tr>
<td>Draw conclusions</td>
<td>a. Tropical</td>
</tr>
<tr>
<td>Tasting</td>
<td>b. Moist</td>
</tr>
<tr>
<td>2. Water</td>
<td>c. Arid</td>
</tr>
<tr>
<td></td>
<td>d. Temperate</td>
</tr>
<tr>
<td></td>
<td>e. Polar</td>
</tr>
<tr>
<td></td>
<td>a. Fish</td>
</tr>
<tr>
<td></td>
<td>b. Salt</td>
</tr>
<tr>
<td></td>
<td>c. Surface</td>
</tr>
<tr>
<td></td>
<td>d. Bottom</td>
</tr>
<tr>
<td>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandinavian, Oriental, French, etc.).</td>
<td></td>
</tr>
<tr>
<td>C. Test panel on unfamiliar foods found in previous reports.</td>
<td></td>
</tr>
</tbody>
</table>
resources are not equally distributed over the earth or over time, greatly affecting the conditions and quality of life.

**OBJECTIVES**

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<td>C. Test panel on unfamiliar foods found in previous reports.</td>
</tr>
<tr>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. Interview people who have traveled in other areas or are natives of other areas.</td>
</tr>
<tr>
<td>1. What staples do you use in your country?</td>
</tr>
<tr>
<td>2. How does geography affect food? etc.</td>
</tr>
<tr>
<td>B. Specialty or foreign food store.</td>
</tr>
<tr>
<td>Resource and Reference Materials</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Publications:</strong></td>
</tr>
<tr>
<td>&quot;Organic Gardening&quot;</td>
</tr>
<tr>
<td>&quot;Prevention Magazine&quot;</td>
</tr>
<tr>
<td>&quot;Forecast&quot;</td>
</tr>
<tr>
<td>&quot;Seafood and Health&quot;, 7700-079</td>
</tr>
<tr>
<td>Consumer Product Information</td>
</tr>
<tr>
<td>P.O. Box 1205</td>
</tr>
<tr>
<td>Arlington, Va. 22210</td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
</tr>
<tr>
<td>&quot;Food Cycle and Food Chains&quot;, BAVI</td>
</tr>
<tr>
<td>&quot;Tomorrow's World; Feeding the Billions&quot;, BAVI</td>
</tr>
<tr>
<td><strong>Community:</strong></td>
</tr>
<tr>
<td>Specialty stores</td>
</tr>
<tr>
<td>Exchange students</td>
</tr>
<tr>
<td>Natives of other lands</td>
</tr>
<tr>
<td>Restaurant chefs</td>
</tr>
</tbody>
</table>
1. Energy from the sun, the basic concept, is converted through plant photosynthesis into a form all living things can use for life processes.

<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Suggested Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: Applies knowledge of photosynthesis to growing garden.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td></td>
</tr>
<tr>
<td>Organic gardening</td>
<td>B. Collect and display a variety of seeds (hybrid, treated, and natural).</td>
</tr>
<tr>
<td>Seeding</td>
<td>C. Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heaps, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).</td>
</tr>
<tr>
<td>Fertilizing</td>
<td></td>
</tr>
<tr>
<td>Pest control</td>
<td>D. Beautify school grounds by planting and caring for a variety of plants.</td>
</tr>
<tr>
<td>Harvesting</td>
<td>E. Grow a variety of herbs &amp; spices for classroom use in foods.</td>
</tr>
<tr>
<td>Observation</td>
<td>F. Write reports on various observations in growing different seeds and plants under a variety of conditions.</td>
</tr>
<tr>
<td>G. Research and report on growing variations (cont.)</td>
<td></td>
</tr>
</tbody>
</table>
**Discipline Area:** Home Economics  

**Subject:** Management of Personal & Family Resources  

**Problem Orientation:** Gardening (foods)  

**Grade:** Intermediate

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### SUGGESTED LEARNING EXPERIENCES

**Student-Centered in class activity**

1. Research plant growth
   - Germination
   - Photosynthesis
   - Plant cycle
2. Collect and display a variety of seeds, (hybrid, treated, and natural).
3. 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).
4. Beautify school grounds by planting and caring for a variety of plants.
5. Grow a variety of herbs & spices for classroom use in foods.
6. Write reports on various observations in growing different seeds and plants under a variety of conditions.

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

I. (cont.)
under other climate conditions (altitude, humidity levels, severe weather conditions, etc.).
natural resources are not equally distributed over the earth, or over time and greatly affect the quality of life.

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

A. Define quality of life in terms of available foods.

B. Lab on government commodity cost, food preparation, and low cost foods.

C. Develop projects to support children's relief fund or give food to a poor family in the area.

D. Search for current news articles about world food problems. Underline factors causing quality of life and food problems.

E. Students prepare bulletin boards on current food problems. Example: Kwashiorkor - Biafra.

F. Research effects of food additives and (cont.)

Subject: Discipline Area: How do behavioral conditions and quality of life affect the problems of the world?

Problem Orientation: Among the world's problems, food is one of the most basic needs for quality of life.

Skills to be learned:

- Food preparation
- Research
- Graphic illustrations
- Discussion
- Developing projects

SUGGESTED LEARNING ACTIVITY:

A. Students define quality of life in terms of available foods.

B. Lab on government commodity cost, food preparation, and low cost foods.

C. Develop projects to support children's relief fund or give food to a poor family in the area.

D. Search for current news articles about world food problems. Underline factors causing quality of life and food problems.

E. Students prepare bulletin boards on current food problems. Example: Kwashiorkor - Biafra.

F. Research effects of food additives and (cont.)
Discipline Area: Home Economics

Subject: Management of Personal & Family Resources

Problem Orientation: Effect of Grade Advanced

Available Goods on 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.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications:</td>
<td>I. (cont.)</td>
</tr>
<tr>
<td>&quot;Today's Health&quot;</td>
<td>pesticides on available food</td>
</tr>
<tr>
<td>&quot;Prevention Magazine&quot;</td>
<td>1. Students view effects of</td>
</tr>
<tr>
<td>&quot;Organic Gardening&quot;</td>
<td>additives on foods under</td>
</tr>
<tr>
<td>&quot;For a World of Plenty&quot;</td>
<td>2. Students compare naturally</td>
</tr>
<tr>
<td>Union Carbide</td>
<td>with additives.</td>
</tr>
<tr>
<td>&quot;Life&quot; magazine, June 1972, issue</td>
<td>G. Report on current research and</td>
</tr>
<tr>
<td>on mercury poisoning of fish</td>
<td>to available foods affecting</td>
</tr>
<tr>
<td></td>
<td>Example: Mercury poisoning.</td>
</tr>
<tr>
<td></td>
<td>H. Students make up a menu for</td>
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<tr>
<td></td>
<td>orally respond to eating food</td>
</tr>
<tr>
<td></td>
<td>menu.</td>
</tr>
<tr>
<td></td>
<td>Bulletin Board Idea: &quot;Cycle</td>
</tr>
<tr>
<td></td>
<td>less eating</td>
</tr>
<tr>
<td></td>
<td>less productivity.</td>
</tr>
<tr>
<td></td>
<td>poorer</td>
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</tbody>
</table>

| 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 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 2000 and orally respond to eating foods on this type of menu.

Bulletin Board Idea: "Cycle of too little food".
### BEHAVIORAL OBJECTIVES

| 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. |

<table>
<thead>
<tr>
<th>Skills to be Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining</td>
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<tr>
<td>Collecting</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Exhibits</td>
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<tr>
<td>Graphic illustration</td>
</tr>
<tr>
<td>Comparison</td>
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<tr>
<td>Experimentation</td>
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<tr>
<td>Lab etc.</td>
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### SUGGESTED LEARNING EXPERIENCE

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

II. Outside Resource and Community Activities
   A. Agriculture teacher and/or exterminator, farmer or agriculture extension agent to talk on "The role and control of pesticides".
   B. Food and Drug Administration representative to talk on "Types and control of food additives". 
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested I. (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>determine effects (Ex. - Grow cartons and treat with pesticides) growth of differently treated H. Students debate use of chemicals additives and their effect on</td>
</tr>
<tr>
<td>&quot;The Silent Spring&quot;, Rachel Carson</td>
<td></td>
</tr>
<tr>
<td>&quot;Pesticides and the Living Landscape&quot;, Robert L. Rudd, University of Wis. Press</td>
<td></td>
</tr>
<tr>
<td>Box 1379, Madison, WI.</td>
<td></td>
</tr>
<tr>
<td>&quot;Pesticides and You&quot; and &quot;Food Additives and You&quot;</td>
<td></td>
</tr>
<tr>
<td>University of Wis. Extension</td>
<td></td>
</tr>
<tr>
<td>Madison, WI.</td>
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<tr>
<td>&quot;Pesticides&quot;, 5504-0002</td>
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<tr>
<td>Consumer Product Information</td>
<td></td>
</tr>
<tr>
<td>P.O. Box 1205</td>
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</tr>
<tr>
<td>Arlington, Va. 22210</td>
<td></td>
</tr>
<tr>
<td>1525 Connecticut Ave.</td>
<td></td>
</tr>
<tr>
<td>N.W., Washington, D.C. 20009</td>
<td></td>
</tr>
<tr>
<td>&quot;Adolph's Granulated Sugar&quot;</td>
<td></td>
</tr>
<tr>
<td>Adolph's Ltd. 1000 W. Magnolia Blvd., Burbank, Calif.</td>
<td></td>
</tr>
<tr>
<td>&quot;Adolph's Low Sodium Products&quot;, Adolph's Ltd.</td>
<td></td>
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<tr>
<td>&quot;Pesticides are Perilous&quot;, I-C-E RMC</td>
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</table>

<table>
<thead>
<tr>
<th>Audio-Visual:</th>
<th>Community: (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Pesticides&quot; (In the Ecological Crisis Series) Kit 14, I-C-E RMC</td>
<td>Canning Co. representative</td>
</tr>
<tr>
<td>&quot;What Are We Doing to Our World?&quot;</td>
<td>Farmer</td>
</tr>
<tr>
<td>NAVI, #7251-7252</td>
<td>Agriculture Extension Agent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community:</th>
<th>(cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture teacher</td>
<td></td>
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<tr>
<td>Exterminator</td>
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<tr>
<td>Food &amp; Drug Admin. representative</td>
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</tbody>
</table>
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 adhesives and their effect on the environment.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Analyzes the social and psychological effect clothing has on family and community systems.

**Affective:** Deliberately examines a variety of clothing options and their interrelation in ecosystem.

**Skills to be Learned**
- Observation
- Recording
- Discussion

**SUGGESTED LEARN**

1. **Student-Centered in class activity**
   - **A.** View filmstrip, "Clothing Communicates" and discuss.
     1. Students brainstorm to tell how they can identify persons by what they wear.
     a. Nurses, police, butcher, etc.
   - **B.** Class writes personal reactions to a teacher-presented picture of a person. Ex - hippy - librarian
   - **C.** Students keep journal of other people's reactions to changing personal dress styles for 3 days. Ex. student wears black ingrown nail polish and records others' reactions.
     1. Student then divides reactions into 3 groups.
     a. Teacher
     b. Students
     c. Other school personnel
     2. Determine any difference
isms interact

I. Student-Centered in class activity
   A. View filmstrip, "Clothing Communicates" and discuss.
      1. Students brainstorm to tell how they can identify persons by what they wear.
         a. Nurses, police, butcher, etc.
   B. Class writes personal reactions to a teacher-presented picture of a person. Ex. - hippy - literal
   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.
      1. Student then divides reactions into 3 groups.
         a. Teacher
         b. Students
         c. Other school personnel
      2. Determine any differences.

II. Outside Resource and Community Activities
   A. Speakers:
      1. Psychologist
      2. Sociology teacher
      3. Employee from employment office to relate to class how prospective employers view dress modes of different persons.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Dress: Eleanor J. Gawne, Bass O.</td>
<td></td>
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<tr>
<td>Gerke, Chapter 1</td>
<td></td>
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<tr>
<td>Clothing: A Study In Human</td>
<td></td>
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<tr>
<td>Behavior, Ryan, Mary S., Holt</td>
<td></td>
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<tr>
<td>1965.</td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Clothing Communicates&quot;, filmstrip,</td>
<td></td>
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<tr>
<td>J. C. Penny Co.</td>
<td></td>
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<tr>
<td>&quot;Young Fashion Forecast&quot;,</td>
<td></td>
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<tr>
<td>Public Relations, Dept. 703</td>
<td></td>
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<tr>
<td>Sears Roebuck &amp; Co.</td>
<td></td>
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<tr>
<td>3331 West Arthington St.</td>
<td></td>
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<tr>
<td>Chicago, IL. 60607</td>
<td></td>
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<tr>
<td>&quot;Appearance Counts&quot;,</td>
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<tr>
<td>Home Econ Service Bureau,</td>
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<tr>
<td>The Van Heusen Co.</td>
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<tr>
<td>417 Fifth Ave.</td>
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<tr>
<td>New York, N.Y. 10016</td>
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</tbody>
</table>

**Community:**
Continued and Additional Suggested Learning Experiences
10. Short-term economic gains may produce long-term environmental losses.

**BEHAVIORAL OBJECTIONS**

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

**Affective:** Assumes responsibility for protecting the environment when selecting textiles.

**Skills to be Learned**
- Textile selection
- Research
- Report
- Brainstorm
- Laboratory procedures

**SUGGESTED LEARNING ACTIVITIES**

1. **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 continue natural textiles and observe 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 effects 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 (cont.)
nomic gains may be environmental gains in the areas of personal and family resources. The discipline area is Home Economics. The subject is Management of Personal and Family Resources. The problem orientation is Clothing and Textiles, and the grade is Advanced.

SUGGESTED LEARNING EXPERIENCES

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)

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 "lawed" textiles disposed of?
### Resource and Reference Materials

**Publications:**
- Understanding Today's Textiles
  - J. C. Penny's Fiber Primer, Am. Cyanamid Co.
- Butterick
- Man-Made Fibers, Man-Made Fiber Producers Assoc.
- The Wool Story, Pendleton Wool Mills
- Fiber and Fabrics, Ed. Dept.
- Vogue Pattern Co.
- University Extension Pub.

**Audio-Visual:**
- "Man-Made Fibers", DuPont Nat'l 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.

**Community:**
- 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.
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.)
Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**BEHAVIORAL OBJECTIVES**

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

**Skills to be Learned:**
- Listing
- Clothing Coordination
- Discussion

**SUGGESTED LEARNING ACTIVITIES**

1. **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.)

2. **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 and attitudes of the dress dolls.
**Subject**: Personal & Family Relationships

**Problem Orientation**: Clothing

**Grade**: Intermediate

### Suggested Learning Experiences

#### 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

<table>
<thead>
<tr>
<th>Publications</th>
<th>Audio-Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Plan a Wardrobe</td>
<td>Conservative - magnetic doll</td>
</tr>
<tr>
<td>Good Housekeeping Bulletin</td>
<td></td>
</tr>
<tr>
<td>Make Fashion Work - For You, Educational Dept.</td>
<td></td>
</tr>
<tr>
<td>Vogue Pattern Service</td>
<td><strong>Filmstrips:</strong></td>
</tr>
<tr>
<td>Box 1752</td>
<td>Managing Your Clothing Dollars</td>
</tr>
<tr>
<td>Altoona, Pa.</td>
<td>Money Management Institute</td>
</tr>
<tr>
<td><strong>Filmstrips:</strong></td>
<td>Household Finance Corp.</td>
</tr>
<tr>
<td>Dress, Gown, and Gerke, Chapter 1</td>
<td>Chicago, Illinois</td>
</tr>
<tr>
<td>Vogue Pattern Service</td>
<td>Figure Flattery through optical illusions</td>
</tr>
<tr>
<td>Box 1752</td>
<td>Educational Dept.</td>
</tr>
<tr>
<td>Altoona, Pa.</td>
<td>The Singer Co.</td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td>30 Rockefeller Plaza</td>
</tr>
<tr>
<td>Vogue - magnetic doll</td>
<td>New York</td>
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### Continued and Additional Suggestions

<table>
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<tbody>
<tr>
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</table>
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.

**BEHAVIORAL OBJECTIVES**

**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.

**Skills to be Learned**

Research Observation

**SUGGESTED ACTIVITY**

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 clothing. (cont.)

1. What factors caused the switch from hand made clothing to ready-to-wear?

2. How did this change effect the lifestyle 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? (cont.)
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 affect the lifestyle 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?

(continued)

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

**Publications:**
- History of Costume, text
- American and World history texts

### Additional and Continued Support

1. (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?

### Audio-Visual:
- Historical Fashion Portfolio, McCall's

### Community:
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?
## Behavioral Objectives

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the role the textile industry played in the Industrial Revolution and how it influenced changes in land use and centers of population density.</td>
<td>Develops an awareness of the role the textile industry played in the Industrial Revolution and how it influenced changes in land use and centers of population density.</td>
</tr>
</tbody>
</table>

## Skills to be Learned
- Research
- Discussion
- Graphic Illustration
- Logical Thinking
Facilitating trans-conditions, population increase, leisure.

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Management of personal and family resources</td>
</tr>
<tr>
<td>Problem Orientation</td>
<td>Clothing and Grade Beginning</td>
</tr>
<tr>
<td>Grade Beginning</td>
<td>Textile &amp; Indust. Revolution</td>
</tr>
</tbody>
</table>

### Suggested Learning Experiences

**I. Student-Centered in Class Activity**

- A. Research textile 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

---

*Diagram:*

- Money for diamond
- Child
- Grandchild
- Parent
- Family
- Industrial Revolution

*(Continued)*
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional</th>
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<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Social studies text</td>
<td>I. (cont.)</td>
</tr>
<tr>
<td>Oliver Twist, Dickens</td>
<td>C. The tree trunk illu</td>
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<tr>
<td>David Copperfield, Dickens</td>
<td>Industrial Revolution</td>
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<tr>
<td>Dress, Gawne &amp; Cerke</td>
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<td>Newspaper mogues</td>
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<td>Old magazines</td>
<td>family (separation</td>
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<td>Cotton poster, National Cotton</td>
<td>to city housing com</td>
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<tr>
<td>Council, P.O. 12285, Memphis</td>
<td>D. Class makes textile</td>
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<td>38112</td>
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<td>production.</td>
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<tr>
<td><strong>Audio-Visual:</strong></td>
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<tr>
<td></td>
<td>E. Students role play</td>
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<tr>
<td></td>
<td>students ask questi</td>
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<td></td>
<td>(must answer first</td>
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<td></td>
<td>answers with facts.</td>
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<tr>
<td></td>
<td>1. Where do you live</td>
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<td>2. Where did you live</td>
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<td>3. How many hours do</td>
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<td>4. How much do you get</td>
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<td>5. What is the place?</td>
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<td>6. How do you get to</td>
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<td>7. What are the world?</td>
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<td>8. How many hours do</td>
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<td>9. Do all the membe</td>
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<tr>
<td></td>
<td>Roles related to text</td>
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<tr>
<td></td>
<td>related to family.</td>
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</tbody>
</table>
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.
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.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Recognizes the role of the sun's energy in the production of natural textile fibers and textiles role in life processes.

**Affective:** Perceives the relationship between the sun's energy and natural textiles production and their role in life processes.

**Skills to be Learned**
- Viewing
- Researching
- Discussing
- Listing

**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.

**II. Outside School activity**

- **A. Area in personal ground or wool**

- **B.**

- **C.**

(cont.)
the basic source to a form all
Discipline Area: Home Economics
Subject: Management of Personal and Family Resources
Problem Orientation: Textiles
Grade: Beginning

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. View "Cotton, Nature's Wonder Fiber."
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   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.

II. Outside Resource and Community Activities

A. Area individual who has had personal contact and/or background in cotton, silk, linen or wool production.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Activities (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>D. Research flax and linen cycle</td>
</tr>
<tr>
<td>Fiber and Fabrics, Ed. Dept. Vogue</td>
<td>presentations on flax and linen</td>
</tr>
<tr>
<td>Pattern Service, Butterick Co.,</td>
<td>1. Discuss the sun's energy and</td>
</tr>
<tr>
<td>P.O. Box 1752, Altoona, PA</td>
<td>production of silk.</td>
</tr>
<tr>
<td>Dress, text Gawne and Oerke, Chp. 3</td>
<td>2. Have students list how the</td>
</tr>
<tr>
<td></td>
<td>(Ex., table clothes, cloth)</td>
</tr>
</tbody>
</table>

| Audio-Visual:                   |                                                       |
| "Cotton, Nature's Wonder Fiber," |                                                       |
| BAVI, 4724                       |                                                       |
| "Wool-Golden Fleece," BAVI, 2482 |                                                       |
| "Silk Makers of Japan," BAVI     |                                                       |
| "Plant and Their Importance," BAVI |                                                       |
| BAVI, 1682                       |                                                       |

| Community:                      |                                                       |
|                                 |                                                       |
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.)
Natural resources are not equally distributed over the earth; or, over time and greatly affect the geographic conditions and quality of life.

Cognitive Objectives
- Comprenenas the significance of textile distribution and its effects on the quality of life.
- Appreciates the role textile distribution plays on the quality of life.

Affective Objectives
- Demonstrates an appreciation for the quality of life affects
- Recognizes the importance of textile distribution on the quality of life.

Skills to be Learned
- Map reading
- Display
- Research
- Student-Centered
- In class activity
- A. Visit store and/or import section of store to view types of imported fabrics and clothing
- B. Research the origin of specific textiles (wool, Irish linen, Pendleton 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 thin silk

Behavioral Objectives
- Distribute and view textiles and related information
- Demonstrate understanding of the significance of textile distribution and its effects on the quality of life.
Discipline Area: Home Economics
Subject: Family Resources
Problem Orientation: Textiles in relation to textiles made into fabric

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCES</th>
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</tbody>
</table>
### Resource and Reference Materials

<table>
<thead>
<tr>
<th>Publications:</th>
<th>Continued and Additional Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wool Story—From Fleece to Fashion Wool Ways, Pendleton Woolen Mills, 215 Southwest Jefferson St., Portland, Oregon 97201</td>
<td></td>
</tr>
<tr>
<td>Fibers and Fabrics, Educational Dept., Vogue Pattern Service, The Butterick Co., Inc., P.O. Box 1752, Altoona, PA</td>
<td></td>
</tr>
</tbody>
</table>

### Audio-Visual:

- "French Tapestries Visit America," BAVF, 0785, $12 rental

### Community:
Continued and Additional Suggested Learning Experiences.
Man has the ability to manage, manipulate, and change his environment.

B. MAN: POSSIBILITIES (BEHAVIORAL OBJECTIVES)

I. SUBJECT CENTERED IN CLASS

A. Students sit in circle and brainstorm things in the room other than clothes that are made from textiles fibers. 

B. View and discuss role of textiles in daily life. 

C. Create showcase of role manmade textiles play in daily life (excluding clothing). Examples: "Did You Know?" "Tires are made of nylon."

II. COGNITIVE: Comprehends the role manmade textiles play in managing, manipulating, and changing the environment. 

III. AFFECTIVE: Appreciates the role textiles play in managing, manipulating, and changing the environment. 

SUGGESTED LEARNING ACTIVITY: Students sit in circle and brainstorm things in the room other than clothes that are made from textiles fibers.

C. CREATE SHOWCASE OF ROLE MAN-MADE TEXTILES PLAY IN DAILY LIFE (EXCLUDING CLOTHING). Examples: "DID YOU KNOW?" "TIRES ARE MADE OF NYLON."
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 represent-
      ative talk of
      textiles in furniture.
   E. Electrician talk of
      textiles used by him.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Fibers &amp; Fabrics</td>
<td></td>
</tr>
<tr>
<td>Education Dept.</td>
<td></td>
</tr>
<tr>
<td>Vogue, Butterick Co., Inc.</td>
<td></td>
</tr>
<tr>
<td>P. O. Box 1752</td>
<td></td>
</tr>
<tr>
<td>Altoona, Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Fiber Facts, 1967-68</td>
<td></td>
</tr>
<tr>
<td>American Viscose Division</td>
<td></td>
</tr>
<tr>
<td>FMC</td>
<td></td>
</tr>
<tr>
<td>1617 John F. Kennedy</td>
<td></td>
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<tr>
<td>Philadelphia, Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Fabric Dictionary</td>
<td></td>
</tr>
<tr>
<td><em>(same as for Fibers &amp; Fabrics)</em></td>
<td></td>
</tr>
<tr>
<td>Understanding Today’s Textiles</td>
<td></td>
</tr>
<tr>
<td>J. C. Penney</td>
<td></td>
</tr>
<tr>
<td>1301 Avenue of Americas</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>“Can You Imagine?”</td>
<td></td>
</tr>
<tr>
<td>1212 Avenue of Americas</td>
<td></td>
</tr>
<tr>
<td>New York</td>
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</table>

**Community:**
Additional Suggested Learning Experiences
10. Short-term economic gains may produce long-term environmental losses.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: Comprehends the use of textile resources and effects on long term environmental losses.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: Accept responsibilities for preserving the environment when selecting clothing.</td>
<td>A. Students study fashion cycle and its encouragement of wastefulness:</td>
</tr>
<tr>
<td></td>
<td>Fashion leader acceptance</td>
</tr>
<tr>
<td></td>
<td>Mass acceptance</td>
</tr>
<tr>
<td></td>
<td>Decline</td>
</tr>
<tr>
<td></td>
<td>Obsolescence</td>
</tr>
<tr>
<td></td>
<td>Inception Originals</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td>B. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.</td>
</tr>
<tr>
<td>Remaking clothing</td>
<td></td>
</tr>
<tr>
<td>Reusing clothing</td>
<td></td>
</tr>
<tr>
<td>Starting recycling programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Students make personal inventory of clothing (include new clothing, unused because of style, fit, etc.)</td>
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<tr>
<td></td>
<td>D. Students discuss what happens to unused clothing in the home.</td>
</tr>
<tr>
<td></td>
<td>E. Students bring in discarded or unused garments and class decides what could be done to make the garment usable.</td>
</tr>
<tr>
<td></td>
<td>F. Students brainstorm ways to use used clothing.</td>
</tr>
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<td>(Cont. on back)</td>
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</tbody>
</table>
In the fashion industry, it is crucial to understand the concept of fashion leader acceptance and its encouragement of wastefulness. Student projects often involve collecting fashion pictures from earlier times and planning to restyle by adding or subtracting features to make them fashionable. Students make personal inventories of clothing (including unused clothing due to style, fit, etc.) and discuss what happens when clothing is unused. They bring in discarded unused garments and discuss what could be done to make the garment usable. Students brainstorm ways to use unused clothing.

II. Outside Resource and Community Activities

A. Speaker or representative 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 community to discover what happens to discarded 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 Resources (Cont.)

I. (Cont.)
1. Students make projects (Ex. class makes)
needy family at a ne
stuffed animals, etc.)

II. (Cont.)
C. Students start a (students set up conscience
for clothing and door de
bazaar materials, etc.)
Additional Suggested Learning Experiences

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.)

Students start a recycling program for clothing and donate to worthy cause - church bazaar materials, workshops for the handicapped, etc.)
Please fill in:
Subject: ____________
Grade: ____________
Concept No. Used: ______

In commenting on each episode form. Feel free to adapt it for your critiques and comments - in your hand column, please rate (poor to good) and make specific comments or suggestions provided to help us make this a useful tool.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Exc.</th>
</tr>
</thead>
</table>

I. Behavioral Objectives
   A. Cognitive:

   -

   B. Affective:

II. Skills Developed

III. Suggested Learning Experiences
   A. In Class:

   -

   B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials
   (specific suggestions & comments)
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
Positive:


Developed Learning Experiences
Class:


Guide & Community Activities:


Selected Resource & Reference Materials
(Include suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301