This home economics guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes that develop a sense of family and personal responsibility toward the environment and help the student learn to use and preserve natural resources. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or subject levels. This guide focuses on aspects such as the consumer, housing, and family living. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)
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The Wisconsin Department of Public Instruction

Wisconsin Area "B" Regional Project
Serving All Schools in Cooperative Educational Service Agencies 3-8-9

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HOME ECONOMICS PREFACE

Families have and always will live in the environment. The family is the basic consuming and living unit within society.

Students in home economics learning to use and preserve resources are also learning family responsibility. Ultimately the necessary, daily, individual acts are the family's contribution to valuing and saving the environment. We feel that it is our responsibility as home economists to instill in our students respect for the environment, to make efforts to learn and preserve resources and live within society. Students in home economics learning to use and preserve resources have and always will live in the environment. The family is the basic consuming environment.

Remember, from a small acorn, mighty oaks grow.

On the following pages you will find more learning experiences, methods, and materials. On the following pages you will find more learning experiences, methods, and materials. There are just a few home appliances used; or play a simulation game on community planning. These are just a few examples. Some home wastes affect the water supply; compile, save and separate wastes from labs to stock to do experimental sewage treatment plant to see how wastes from the garbage disposal and other home wastes affect the water supply; compile, save and separate wastes from labs to develop home waste disposal. Students may visit the sewage treatment plant to see how wastes from the garbage disposal and other home wastes affect the water supply; compile, save and separate wastes from labs to develop home waste disposal. Students may visit the sewage treatment plant to see how wastes from the garbage disposal and other home wastes affect the water supply; compile, save and separate wastes from labs to develop home waste disposal. Students may visit the sewage treatment plant to see how wastes from the garbage disposal and other home wastes affect the water supply; compile, save and separate wastes from labs to develop home waste disposal.

We have many ways to emphasize the environment while teaching basic home economics concepts. We have many ways to emphasize the environment while teaching basic home economics concepts.

Remember, from a small acorn, mighty oaks grow.
In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people.

The intense concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to induce industry and other sources of pollution to change their ways. There is a dire need to improve education. We must marshal our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.
DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design—it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step—by using this guide and by adding your own inspirations along the way.
1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel, and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem. Thus, each ecosystem influences, and is influenced by, every other ecosystem on earth. transpose; economic, social, environmental, educational, health, etc. each ecosystem has a carrying capacity. Limitation on the numbers of organisms living within the ecosystem and maintaining and managing this environment may produce long-term economic and policy factors affecting this environment.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity. Limitation on the numbers of organisms living within the ecosystem and maintaining and managing this environment may produce long-term economic and policy factors affecting this environment.

4. An adequate supply of clean water is essential to life. Short-term economic and political factors, education, technology, etc., influence the availability of clean water. man has the ability to affect the availability of water.

5. An adequate supply of clean air is essential for life. The distribution of natural or compounded, synthetic environmental pollutants, affects the health and welfare of all living things. man has the ability to affect the quality of life.

6. The distribution of natural or compounded, synthetic environmental pollutants, affects the health and welfare of all living things. man has the ability to affect the quality of life.

7. Each person must exercise stewardship of the earth, for the benefit of mankind. Each person must exercise stewardship of the earth.

8. Cultural, economic, social, educational, environmental, educational, health, etc. each ecosystem has a carrying capacity. Limitation on the numbers of organisms living within the ecosystem and maintaining and managing this environment may produce long-term economic and policy factors affecting this environment.

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

10. Short-term economic gains may produce long-term environmental losses. cultural, educational, economic, social, environmental, educational, health, etc. each ecosystem has a carrying capacity. Limitation on the numbers of organisms living within the ecosystem and maintaining and managing this environment may produce long-term economic and policy factors affecting this environment.

11. Individual acts, duplicated or compounded, may produce long-term environmental losses. Cultural, educational, economic, social, environmental, educational, health, etc. each ecosystem has a carrying capacity. Limitation on the numbers of organisms living within the ecosystem and maintaining and managing this environment may produce long-term economic and policy factors affecting this environment.

12. Each person must exercise stewardship of the earth, for the benefit of mankind.
The "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

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<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
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<tbody>
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</table>
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Concept</th>
<th>Topic</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Consumer</td>
<td>Home appliances - Housing</td>
<td>7</td>
</tr>
<tr>
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<td>Budgeting - Consumer - Family Resources</td>
<td>9</td>
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<td>Clothing selection - Environmental aesthetics</td>
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<td></td>
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### Environmental: Concept No. Orientation

| Water Resources 4 - Water Integrated with: | UNIFYING AREA Management of Personal and Family |

### Behavioral Objectives

**STUDENT-CENTERED LEARNING ACTIVITIES**

**Cognitive:**
- Comprehends the effect of household water consumption on environment.
- Develops a personal plan in the use of household water.
- Students list all appliances in the home.
- Students list all appliances used in the family.
- 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.
- Students measure the amount of water used in various types of appliances, dishwashers, humidifiers, floor scrubbers, etc.
- Students compare the amount of water used in different appliances, washing machines, floor scrubbers, humidifiers, etc.

**Affective:**
- Students list recommendations for conserving water in the household by using appliances with care.
- Students list recommendations about water use and features serving water in the home.
- Students talk about methods of conserving water.

**Skills Used:**
- Comparing
- Computing
- Reporting
- Drawing conclusions

### In-Class:

- **A.** Students list all appliances in the home.
  - Compare the amount of water used in various types of washing machines, floor scrubbers, humidifiers, etc.
  - 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.
  - Students measure the amount of water used in various types of appliances, dishwashers, humidifiers, floor scrubbers, etc.
  - Students compare the amount of water used in different appliances, washing machines, floor scrubbers, humidifiers, etc.

- **B.** Students introduce small amounts of algae into beakers or using a soap saver.
  - 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.
  - Students measure the amount of water used in various types of appliances, dishwashers, humidifiers, floor scrubbers, etc.
  - Students compare the amount of water used in different appliances, washing machines, floor scrubbers, humidifiers, etc.

### Outside or Community:

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

### Concept No.

**Water Resources**

- Water

**Orientation**

- 4 - Water

**Resources**

- Environment
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

* Consumer Report Yearbook, 1971
  * Water Consumption
  * Home Appliances (Better Business Bureau)
  * What You Can Do About Water Pollution

* Consumer Product Information
  * Planning Your New Water System
  * Tragedy in the Laundromat, I-C-E
  * Planning a Modern Water Service, Gould's
  * Guide to Modern Water Supply, C-E

Audio-Visual:

* City Water Supply, April
  * Pump

Community:

* BEST COPY AVAILABLE

Publications:

CONTINUED OR ADDED LEARNING ACTIVITIES

SUGGESTED RESOURCES
Environmental:

CONCEPT NO. 6 - Resources

ORIENTATION Family Resources

Integrated with:

UNIFYING AREA Personal & Family Relations

SUBSTANTIVE AREA Consumer

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 Used:

1. Researching
2. Listing
3. Graphic illustration
4. Role playing
5. Writing

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens. Example:
   1. Ancient - bowl and 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. Example:
   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. Example:
   1. Ancient - women gather berries, roots, 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.

Outside or Community:

A. Speaker from State Historical Society.
B. Speaker from museum.
C. English teacher to discuss possible "essay forms" or to correct essays - with credit for Home Ec. and credit for English.

(Continued)
SUGGESTED RESOURCES
CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
Periodicals:
"Changing Times"
"Forecast"
"What's New In Home Ec?"
"Better Homes and Gardens"
"What's New In Home Ec?"
"Forecast"
"Changing Times"

Audio–Visual:
"Home Around the World," BAVI.
"Better Homes and Gardens"
"What’s New In Home Ec?"
"Forecast"
"Changing Times"

Community:
Old woman in area to talk about housework in olden days.
Utility company to talk about homes in the future.

In-Class:
E. Students write an essay, "What my life would be like if half of the electricity, gas and water were not available."
D. Students work in pairs, "What my life would be like if appliances or hot tap water were not available."

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CONTINUED OR ADDED LEARNING ACTIVITIES

PUBLICA TIONS

CONTINUED OR ADDED LEARNING ACTIVITIES
Environmental: Concept No. Orientation

Water Resources Intergated with: 4 - Water

Personal & Family Relations

Substantive Area

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 Used:
1. Listing
2. Viewing
3. Listening
4. Synthesizing
5. Following up

In-Class:
A. Visit sewage disposal plant to see how sewage is treated before it is returned to water supply.
B. Visit water department to see how water is treated.

Outside or Community:
A. Water Pollution - A Complex Problem
B. Visit sewage disposal plant to see how sewage is treated before it is returned to water supply.
C. Visit water department to see how water is treated before it is piped to home or business.
D. Students propose ways to conserve water.
   - i.e. bend float arm in toilet tank, quick shower, minimum bath water, use water from dehumidifier, arm in toilet tank, quick serve water, i.e. bend that point. Students propose ways to conserve water and eliminate water pollution.
E. Invite a cookware salesman to demonstrate waterless cookery.
F. Students list all uses of water in everyday life. i.e. food preparation, food processing, bathing, washing clothes, dishwashing, etc. Categorize into natural, industrial, sewage, thermal pollution.
G. Visit sewage disposal plant to see how sewage is treated before it is returned to water supply.

(Continued)
## Suggested Resources

### Publications:
- Water Pollution and You, Wisconsin University County Ext.
- What Every Woman Should Know and Do About Pollution, Betty Ann Ottinger, '70.
- The House We Live In, An Environmental Reader, Sheridan Blau and Jolna V.B. Rodenbeck, MacMillan, 1971.
- What Are We Doing To Our World, Third Pollution, #6928, BAVI.

### Audio-Visual:
- Richard Saltonstall, Jr.
- What Are We Doing To Our World, Third Pollution, #6928, BAVI.
- What You Can Do About Water Pollution, #7700-086, Consumer Product Information.
- What You Can Do About Water Pollution, World Water Supply of America.
- What You Can Do About Water Pollution, #7700-086, Consumer Product Information.
- Water Pollution - A Complex Problem.
- Water Pollution, I-C-E RMC.
- The Management of Water, I-C-E RMC.

### Community:
- Sewage treatment plant.
- Water department.
- Community:
  - I-C-E RMC.
  - Water Pollution - A Complex Problem.
  - The Management of Water, I-C-E RMC.

### In-Class:
- Students compile proposals into a survey and distribute throughout the community to see if people could accept the proposed ideas.
- Report findings back to class.

### Publications (continued):
- What Every Woman Should Know and Do About Pollution, Betty Ann Ottinger, '70.
- Wisconsin University County Ext.

### BEST COPY AVAILABLE
### Behavioral Objectives

<table>
<thead>
<tr>
<th>Cognitively</th>
<th>Affectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyzes the role of the consumer in terms of economic factors and the status of man's values and attitudes towards his environment.</td>
<td>His environment and attitudes towards status of man's values and the consumer in terms of the family life cycle.</td>
</tr>
<tr>
<td>2. Discusses how the family life cycle affects consumer buying habits. (Example: families with young children buy toys.)</td>
<td>Identifying characteristics of the individual and family life cycles.</td>
</tr>
<tr>
<td>3. Discusses how the individual life cycle affects consuming habits. (Example: a young career girl buys many clothes, a teenager buys many records.)</td>
<td></td>
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<tr>
<td>4. Students define the family.</td>
<td></td>
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<tr>
<td>5. Students discuss family and individual life cycle.</td>
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<tr>
<td>6. Students brainstorm to determine what stages in the family and individual life cycle would be the happiest and why these times would be happy.</td>
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</tr>
<tr>
<td>7. Students interview a variety of families to determine values in relation to the family life cycle.</td>
<td></td>
</tr>
<tr>
<td>8. Students interview a variety of families to determine values in relation to the family life cycle.</td>
<td></td>
</tr>
</tbody>
</table>

### Student-Centered Learning Activities

<table>
<thead>
<tr>
<th>In-Class</th>
<th>Outside or Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Local bank official to speak on financial planning for families and individuals.</td>
<td>A. Local bank official to speak on financial planning for families and individuals.</td>
</tr>
<tr>
<td>B. Small claims court judge to speak on financial problems common to many families.</td>
<td>B. Small claims court judge to speak on financial problems common to many families.</td>
</tr>
<tr>
<td>C. Consumer consultant from state university to speak on consumer consultant from state university.</td>
<td>C. Consumer consultant from state university to speak on consumer consultant from state university.</td>
</tr>
<tr>
<td><strong>Skills Used:</strong></td>
<td><strong>Skills Used:</strong></td>
</tr>
<tr>
<td>1. Financial planning</td>
<td>1. Financial planning</td>
</tr>
<tr>
<td>2. Discussing</td>
<td>2. Discussing</td>
</tr>
<tr>
<td>3. Identifying</td>
<td>3. Identifying</td>
</tr>
<tr>
<td>5. Family life cycle, family life cycle, and individual life cycle.</td>
<td>5. Family life cycle, family life cycle, and individual life cycle.</td>
</tr>
</tbody>
</table>
Continued or Added Learning Activities

Publications:
Erik Erikson, Childhood and Society.

Audio-Visual:
Penny's Value Kit, "Forecast Marriage and Money"
Institute of Life Ins. "Life cycle transparents"

E.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?
6. Students list material things that would be purchased because of values and discuss how these purchases would affect the environment.

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 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.
Environmental Concept No. 11 - Individual Acts

Orientation: Waste Control Consumer Ed.

Substantive Area: Personal and Family Relations

Integrated with:

Cognitive Objectives:

Skills Used:

1. Writing
2. Classifying
3. Viewining
4. Discussing
5. Recording

In-Class:

Outside or Community:

1. Classify and separate family waste. Students record everything in the home tossed out, disposed of, etc. for one week.

2. Students classify garbage as burnable, solid, recyclable, in water or in air.

3. Students view and discuss the following films in terms of waste disposal and its effect on the environment: Junkyard, The Stream, Garbage or The Gifts.

4. Students write laws that may feasibly be enacted in the near future for control of family wastes. These laws should be feasible and discuss the results of not following laws of disposing of family waste. These laws may be enforced in the present by local, state, or federal laws. Students write laws that may have a positive effect on the environment.

A. County Planner - speak about current problems in waste disposal. Students record everything in the home tossed out, disposed of, etc. for one week.

B. School Janitor - speak to students about how they can help control waste. Students classify garbage as burnable, solid, recyclable, etc.

C. Sanitation Engineer - speak to students in school about how they can help control waste. Students record everything in the home tossed out, disposed of, etc. for one week.

D. Concerned Housewives can provide a speaker to talk on how they could help control waste. Students record everything in the home tossed out, disposed of, etc. for one week.

Affective Objectives:

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

2. Limited in terms of their job as a consumer. To discuss on how people in your area can make things easier for waste disposal.

3. Limited in terms of current problems in waste disposal. County planner. Students record everything in the home tossed out, disposed of, etc. for one week.

4. Limited in terms of current problems in waste disposal. County planner.

5. Limited in terms of current problems in waste disposal. County planner - speak about current problems in waste disposal. Students record everything in the home tossed out, disposed of, etc. for one week.
SUGGESTED RESOURCES
CONTINUED OR ADDED LEARNING ACTIVITIES

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

Audio-Visual:

University of Wisconsin-Extension.
Solid Waste and You.
Brown County Planner.
Solid Waste Disposal.
Behavioral Objectives

Cognitive:
- Analyzes possible methods of managing family resources to preserve the environment.
- Forms judgments as to responsibility for managing family resources to preserve the environment.

Affective:
- Preserves the environment.

Skills Used:
1. Brainstorming.
2. Researching.
3. Informal discussion.
4. Graphic illustration.
5. Food preparation.
6. Clothing remaking.

Integrated with:
- Personal & Family Relations
- Consumer
- Student-Centered Learning Activities

In-Class:
A. Students brainstorm to discover resources their families are wasting, e.g., dusty backyard, thrown-out food, clothes in the back of the closet, leaving lights on, flushing tissue 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. (Example: laundry, etc.)

C. Each student makes a little poster, cartoon, etc. to be used in the home as a reminder.

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

E. Students remake some clothing articles.

Outside or Community:
- Class go on a field trip to a municipal sewage plant. On the way home, stop at garbage dump or salvage yard to observe types of waste. Stop at the way home, stop at a municipal sewage plant.

- Class visit a resale store to determine how items can be preserved. Have a professional seamstress show how to remake clothes.

A. Class go on a field trip to a local landfill.

STUDENT-CENTERED LEARNING ACTIVITIES

Resource Conservation Orientation

CONCEPT NO. 9 - Management

Environmental:
### Publications

- Just What Are You Worth Today?
  - Better Homes and Gardens
    - 1716 Locust Street
      - Des Moines, Iowa 50303.

- A Place To Live
  - National Audubon Society
    - 3rd Avenue
      - New York, N.Y. 10022.

### Audio-Visual

- Recycling Resources, I-C-E RMC.
- The Junkdump, I-C-E RMC.
- The Stream, I-C-E RMC.

### Community

- Seamstress.
- Institutional cook.
- Sewage Plant.
- Garbage dump.
- Salvage Yard.
- Resale store.

### Suggested Resources

<table>
<thead>
<tr>
<th>Continued or Added Learning Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
CONCEPT MI 10 - Economic Planning

Environmental Control Consumer Ed.

ORIENTATION

SUBSTANTIVE AREA

Personal & Family Relations

INTEGRITY AREA

Integrated with:

BEHAVIORAL OBJECTIVES

1. Students use answers as a stimulus to identify economic goals in case studies.
2. Students write situations that are economically inexpensive now but costly to the environment in the long run.
3. Students develop short-term and long-term goals.
4. Students evaluate short-term or long-term activities to determine whether or not they are helping to achieve short-term or long-term goals.
5. Students make line graphs using these factors in determining achievement of goals.
6. Students use answers as a stimulus to identify economic goals in case studies.

STUDENT-CENTERED LEARNING ACTIVITIES

A. Outside or Community:
   - 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 your specific economic goals?
     2. What are your specific economic goals?
     3. What are your specific economic goals?
     4. Long-term environmental losses and their relationship to the family.
     5. Environmental gains above on long-term economic planning.

Cognitive:
SUGGESTED RESOURCES
Publications:
- Career Education in the Environment, I-C-E RMC.
- A Handbook for Environmental Action—What Can I Do?, I-C-E RMC.
- Jobs, J. C. Penny.
- Junkdump, I-C-E RMC.
- Conservation Road: Story of Our Natural Resources, #0468, BAVI.
- Conservation of Natural Resources, #0467, BAVI.

Audio-Visual:
- Conservation of Natural Resources, #0467, BAVI.
- Conservation Road: Story of Our Natural Resources, #0468, BAVI.
- Junkdump, I-C-E RMC.
- Jobs, J. C. Penny.

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- Career Education in the Environment, I-C-E RMC.
- A Handbook for Environmental Action—What Can I Do?, I-C-E RMC.
- Conservation Road: Story of Our Natural Resources, #0468, BAVI.
- Conservation of Natural Resources, #0467, BAVI.

CONTINUED OR ADDED LEARNING ACTIVITIES
In-Class:
(F. Plan and carry out a party that would have no long-term effects.
G. Investigate career goals and evaluate in terms of economic gain, environmental loss and family life.
H. Evaluate family life and environmental loss and career goals.)

Family Life: question-able Farmer
Economic gain: questionable
Environmental loss: depends upon farming techniques

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

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Environmental Orientation

**Substantive Area**
Management of Personal and Family Resources

**Unifying Area**
Integrating with:

**Behavioral Objectives**

**Cognitive:**
1. Students analyze the effects man's values and attitudes have on selecting housing.

**Affective:**
1. Students weigh values and attitudes in selecting housing.

**Skills Used:**
1. Research
2. Viewing
3. Discussing
4. Computing
5. Graphic Illustration

**In-Class:**
1. Research and discuss the various types of housing.
2. View and discuss film, "Homes Around the World."
3. Students bring rental ads to school.
4. Students compute total cost for renting (security deposit, utilities, phone, rent, insurance, etc.)
5. Compute total cost of owning a mobile home (buying cost, license, taxes, insurance, accessories, etc.)
6. Compute the cost of owning a house. (Building cost, insurance, etc.)
7. Research and discuss the cost of owning a mobile home.

**Outside or Community:**
1. Students should contact:
   - Contractor - on what to check when buying or renting a home.
   - Mobile home dealer - how to find a mobile home dealer.
   - Realtor - how to find a good place to live.
   - Government housing authority - to discuss subsidies.
   - Subsidized housing consultant - on consumer housing trends.

**Student-Centered Learning Activities**

**1. Research and discuss the various types of housing.**
2. View and discuss film, "Homes Around the World."
3. Students bring rental ads to school.
4. Students compute total cost for renting (security deposit, utilities, phone, rent, insurance, etc.)
5. Compute total cost of owning a mobile home (buying cost, license, taxes, insurance, accessories, etc.)
6. Compute the cost of owning a house. (Building cost, insurance, etc.)
7. Research and discuss the cost of owning a mobile home.

**Concept No.**

**Allocation of Resources**
8. Values and Attitudes
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

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.
- Housing Today, Helper, Donald E. Bartows, n.d.
- The House We Live In, An Environmental Reader, Sheridan Blau and John V. B. Rodenbeck, 1971.
- Buying or Selling Your Home, Denton, John H., Barrows, n.d.
- Moving on, Moving Out, St. Paul, Minn. 55101.
- Visual Products Division, 3M Co.
- Houses Around the World, 3M Co., #4010.
- John W. Denton.

Audio-Visual:

- Homes Around the World, BAVI, #4010.
- Home Management - Outside Influence.
- Community:
  - Home Management - Outside Influence.
  - Values, Styles, and Goals.
  - Attributes & Manner: Their Influence.
  - 3 M Center, St. Paul, Minn., 55101.
  - Visual Products Division, 3 M Co.
  - Homes Around the World, 3M Co., #4010.
  - Morton, Ruth & others.
  - Denton, John H., Barrows, n.d.
  - The House We Live In, An Environmental Reader, Sheridan Blau and John V. B. Rodenbeck, 1971.
  - Moving on, Moving Out, St. Paul, Minn. 55101.
  - Visual Products Division, 3M Co.
  - Houses Around the World, 3M Co., #4010.
  - John W. Denton.

Publications (continued):
Behavioral Objectives

Cognitive:

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

Skills Wed:
1. Map reading.
2. City planning.
3. Decision making.
5. Critical thinking.
6. Problem solving.
7. Creative small group.

In-Class:

A. Students identify the problems that result in over-crowding an area.
   Ex. - crime, dumps, poor schools, substandard housing, unemployment, crowded areas.

B. Read case studies on zoning regulations and city planning.
   Ex. - Young couple moves into neighborhood and finds out an apartment developer is trying to build an apartment complex in the area. Zoning regulations change, affecting residents. Ex - Young couple moves into neighborhood.

C. Students create own case scenario, regulation changes, and how they affect residents.

D. Students use simulation game, E. C. A. to class about current problems in planning city, zoning regulations, etc.

Outside or Community:

A. City Planner to speak on current problems in planning city, zoning regulations, etc.
B. Alderman to speak on current problems in planning city, zoning regulations.
C. Speaker or study of zoning regulations and city planning.
D. Students use simulation game, E. C. A. to class about current problems in planning city, zoning regulations, etc.
E. Students use simulation game, E. C. A. to class about current problems in planning city, zoning regulations, etc.
F. Continuum play on the effects of overcrowding an area.

E. Students use simulation game, E. C. A. to class about current problems in planning city, zoning regulations, etc.
F. Continuum play on the effects of overcrowding an area.

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SUGGESTED RESOURCES
CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- Population Bomb, Paul Erhlich.
- A Good Life for All People, Yearbook, 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'd Me, BAVI.
- Cars or People, BAVI.
- City in Crisis: What's Happening?, BAVI.
- City Reborn, BAVI.
- Urban, BAVI.
- Expanding City, BAVI.
- Living City, BAVI.
- City and It's Region, BAVI.
- Cars or People, BAVI.
- City in Crisis: What's Happening?, BAVI.
- City Reborn, BAVI.
- Urban, BAVI.
- Expanding City, BAVI.
- Living City, BAVI.
- City and It's Region, BAVI.
Environmental Quality 9 - Management

Integrated with:

Management of Personal and Family Relations

UNIFYING AREA

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

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

Affective:

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

Skills Used:

1. Interviewing
2. Planning
3. Recommending
4. Listing
5. Discussion
6. Map making

BEHAVIORAL OBJECTIVES

ORIENTATION

Environmental:

CONCEPT NO.

Orient to Family Living.

Existing environment to contribute to family living; responsibility in managing and manipulating, or changing an environment.

In-Class:

A. List factors involved in

outside of community:

B. Develop a questionnaire for

surveys community as to needs

r.

proposals and available or

problems and available

on community needs, key

officials to voice opinion

Guest speaker - elected

Outside or Community:

CSA 9 to speak on environment

business bureau, Project ICE,

Chamber of Commerce, Better

commission, and available on

officials to voice opinion

guest speaker - elected

(Continued)

9. Is there a conservation

waste disposal?

8. How rigorous is the

waste control?

7. Is there an effective

air pollution control?

6. Is there an agency for

recreation programs?

5. Is there an overall

recreation department?

4. Is there a park and

trees exist?

3. What regional organization

commission is there a planning

organization?

2. Is there a planning

organization?

1. How do elected officials

stand on the matters of

Sample questions:

A. List actors involved in

improvement of environments.

1. Zoning, sewage treatment,

planting trees, remodeling.

B. Develop a questionnaire for

surveying community as to needs

key problem and available

organizations.

Sample questions:

1. How do elected officials

grantments.

2. Elected a government for

planting trees, remodeling.


of environments.

A. List factors involved in

environmental quality 9 - management

UNIFYING AREA

Management of Personal and Family Relations

Integrated with:

Housing

SUBSTANTIVE AREA

PROJECTICE

E. S. E. A. Title III - PROJECT ICE 59-70-0135-4
Publications:
The Citizen's Advisory Committee on Environmental Quality, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

Audio/Visual:
- BAVI 3345, All of the Time, $5.00
- BAVI 2967, Living City, $4.00
- BAVI 1487, Urban Sprawl, $6.75
- BAVI 1696, Place to Live, $3.00
- BAVI 6843, City Reborn, $3.50
- BAVI 0887, Cities in Crisis, $7.50
- BAVI 3449, Expanding City, $2.00

Audio-Visual:
The Stream, Project I-C-E, RMC.
Garbage, Project I-C-E, RMC.
Junkyard, Project I-C-E, RMC.

Community:
- Number of people
- All of the people

In-Class:
1. Do you feel this is a progressive or conservative community.
2. Would you prefer to live in a progressive or conservative community.
3. Do you feel this is a progressive or conservative community.
4. Would you prefer to live in a progressive or conservative community.
5. Would you prefer to live in a progressive or conservative community.
6. Would you prefer to live in a progressive or conservative community.

Further Information:
- Environmental Quality
- Environmental Quality
- Environmental Quality
- Environmental Quality
- Environmental Quality

Suggested Resources:
Continued or Added Learning Activities
## Behavioral Objectives

### Student-Centered Learning Activities

<table>
<thead>
<tr>
<th><strong>In-Class</strong></th>
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<tbody>
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<td>Substantive Area: Housing</td>
<td></td>
</tr>
<tr>
<td>Unifying Area: Management of Personal and Family Resources</td>
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<td>Environmental:</td>
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<table>
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<th><strong>Skills Used:</strong></th>
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<tr>
<td>Defining</td>
</tr>
<tr>
<td>Viewing and Listening</td>
</tr>
</tbody>
</table>

### Concept No.

**Urban Growth**

**Goals and Objectives**

1. **View and discuss filmstrip.**
2. **Define term, stewardship.**
3. **Small groups.**
4. **Discuss the rights of others.**
5. **Define term, stewardship.**
6. **View and discuss filmstrip.**
7. **Divide class into 2 teams.**
8. **View filmstrip, The Housing Crisis and discuss.**
9. **Define term, stewardship.**
10. **Imagine your role and have teams have narrators read my story.**
11. **Guess "Who Done It."**
12. **Divide class into 2 teams.**
13. **View and discuss filmstrip, The Urban Crisis.**
14. **Define term, stewardship.**
15. **View filmstrip, The Urban Crisis.**

### Skills Used:

1. Viewing and listening
2. Defining
3. Discussion
4. Writing

### Behaviors

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility for environmental stewardship in relation to private home ownership and rights of others.</td>
<td></td>
</tr>
</tbody>
</table>

### Environmental

**Management of Personal and Family Resources**

1. **View and discuss filmstrip.**
2. **Define term, stewardship.**
3. **Small groups.**
4. **Discuss the rights of others.**
5. **Define term, stewardship.**
6. **View and discuss filmstrip.**
7. **Divide class into 2 teams.**
8. **View filmstrip, The Housing Crisis and discuss.**
9. **Define term, stewardship.**
10. **Imagine your role and have teams have narrators read my story.**
11. **Guess "Who Done It."**
12. **Divide class into 2 teams.**
13. **View and discuss filmstrip, The Urban Crisis.**
14. **Define term, stewardship.**
15. **View filmstrip, The Urban Crisis.**

### Skills Used:

1. Viewing and listening
2. Defining
3. Discussion
4. Writing

### Behaviors

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

### Physical Education

1. **View filmstrip, The Housing Crisis and discuss.**
2. **Define term, stewardship.**
3. **Small groups.**
4. **Discuss the rights of others.**
5. **Define term, stewardship.**
6. **View and discuss filmstrip.**
7. **Divide class into 2 teams.**
8. **View filmstrip, The Urban Crisis.**
9. **Define term, stewardship.**
10. **Imagine your role and have teams have narrators read my story.**
11. **Guess "Who Done It."**
12. **Divide class into 2 teams.**
13. **View and discuss filmstrip, The Urban Crisis.**
14. **Define term, stewardship.**
15. **View filmstrip, The Urban Crisis.**

### Skills Used:

1. Viewing and listening
2. Defining
3. Discussion
4. Writing

### Behaviors

<table>
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<tr>
<th>Cognitive</th>
<th>Affective</th>
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<tbody>
<tr>
<td>Accepts responsibility for environmental stewardship in relation to private home ownership and rights of others.</td>
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</tbody>
</table>
Publications:
- Wood Decay in Houses, How to Prevent and Control It, Consumer Product Info. P. O. Box 1205, Arlington, Va. 22210.
- Buying or Building a Home, Better Business Bureau.

Audio-Visual:
- The Housing Crisis, filmstrip, I-C-E RMC.
- The Urban Crisis, film, I-C-E RMC.
- The Northwest Region, film, I-C-E RMC.
- Garbage, I-C-E RMC.
- The House We Live In, An Environmental Film, Simon & Garfunkel, 1971, $6.00.

Continued or Added Learning Activities:
- Federal Housing Administration.
- Housing Authority.
- Housing and Urban Development.
- Community; Saxon & Garfunkel.
- Cities in Crisis: What's Happening?
- Junkkump, BAVI, 1965, $9 rental, I-C-E RMC.
- A Place to Live, BAVI, 1966, $3 rental, I-C-E RMC.
- Garbage, I-C-E RMC.
- 1215 Ave of the Americas, N.Y., N.Y. 10036.
- Modern Talking Pictures Service.
- Focus on America, film, I-C-E RMC.
- The Urban Crisis, film, I-C-E RMC.
- The Northwest Region, film, I-C-E RMC.
- The Housing Crisis, filmstrip, I-C-E RMC.
CONCEPT NO. 12 - Stewardship

ORIENTATION

Resource Conservation

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 Used:
1. Defining
2. Listening
3. Demonstrations
4. Interviewing
5. Writing

Integrative Tath:

UNIFYING AREA

SUBSTANTIVE AREA

Management of Personal and Family Resources

Housing

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Students define and discuss stewardship.

B. Students listen to guest speaker discussing electrical capacity of homes.

C. Students give oral reports and/or lab demonstrations on various electrical blackouts and electrical rationing.

D. Students interview parents or other adults on conserving electricity.

E. Students write editorials and/or articles on conserving electricity.

F. Students take amp readings off electric company area.

Outside or Community:

A. Wisconsin Public Service or electric company representative to speak on electrical capacity in homes.

B. Appliance salesman to speak about new types of appliances coming on market.

C. Electrical engineer to speak about new types of electrical appliances coming on market.

D. Home economists to speak about new types of electrical appliances coming on market.

E. Wisconsin Public Service or electric company representative to speak about new types of electrical appliances coming on market.

F. Students read articles on conserving electricity.

Kilowatts x electrical company's charge = cost of running the appliance

Watts x Volts = Watts

(Continued)
In-Class: (continued)

Example: A toaster takes 9 amps
1080 watts × $0.15 electrical co. charge = $0.16 to run a toaster
Students may work out the different costs of using an electric
for one hour.

6. Transparency idea to stimulate discussion. Use of energy in

Try pan, stove burner, electric griddle, and oven.

Golden Valley, Minn.
Environmental Science Center,
Pollution Findings on Usage of Electricity,
St. Louis, Missouri, 63130.
Dean E. Abrahamson Environment,
Environmental Cost of Electrical Power.
National Presto Ind.,
Small Electrical Appliances.

Publications:
(Continued)

Small Cooking Appliances,
National Presto Ind.,
49702.
Environmental Cost of Electrical Power,
Dean E. Abrahamson Environment,
Eau Claire, Wisconsin 54702.
Small Electrical Appliances,
National Presto Ind.,
49702.

Publications:
(Continued)

Audio—Visual:
3995. (cont.)
400 West Washington, West Bend, Wis.

Consumer Product Information, P. O. Box 1205.
Home Service Dept. (cont.)

Environmental Science Center,
Golden Valley, Minn.

Wisconsin Public Service or electric
company representative.

Library:
Newspaper morgue.

4980-646.

What are We Doing to Our World?

Community:

7251-7252, $21.00, BAVI.

G. E. Housewares Div., Bridgeport,
Electrical Portable Appliance,
G. E. Housewares Div., Bridgeport,
Electrical Portable Appliance.

Environmental Cost of Electrical Power,
Dean E. Abrahamson Environment,
Eau Claire, Wisconsin 54702.
Small Electrical Appliances,
National Presto Ind.,
49702.

Electric Rates:

1st 100 = $0.0362
over 1500 = $0.0203
151-500 = $0.0243
501-900 = $0.0224
901-1500 = $0.0203
1.08 kilowatts x $0.15 electrical co. charge = $0.16 to run a toaster
1080 watts + 1000 = 1.08 kilowatts
9 amps x 120 (house voltage) = 1080 watts
Example: A toaster takes 9 amps

CONTINUED OR ADDED LEARNING ACTIVITIES
Environmental Concept No. 5 - Air Orientation

Air quality is maintained in the home for comfortable living. It is manipulated in the home for comfortable living. Students list methods air is manipulated in the home (heated, humidified, purified, etc.).

Skills Used:
1. Listing
2. Viewing
3. Listening

In-Class:
A. Furnace and appliance repairman speak to class
B. Appliances salesman speaks on different types of furnaces available, e.g., forced air, hot water, etc.
C. Listen to speakers on different equipment works.

Outside or Community:
A. Students list methods air is manipulated in the home (heated, humidified, purified, etc.).
B. Appliances salesman speaks on different types of furnaces available, e.g., forced air, hot water, etc.
C. Total comfort control. vs. comfort control in the home. Salesman describes how different equipment works.

Affective:
Students comprehend methods of air quality. Students appreciate the role clean air plays in maintaining comfortable living.
Continued or Added Learning Activities

Publications:
- Three Giant Steps to Clean Air, 770 Consumer Prod. Infor., P.O. Box 1205, Arlington, Va. 22210.
- Air Pollution, John Quigley, Local Extension Service.
- Room Air Conditioners, Air Conditioning Dept., G. E., Appliance Park, Louisville, Ky. 40225.
- Total Comfort Control, Wisconsin Public Service.
- Smog - Simulation Game, ICE RMC.
- Air Pollution, 0678, $4.00 BAVI.

Audio-Visual:
- Total Comfort Control, Wisconsin Public Service.
- ScienCe Digest 66:22-6.
- Are You Polluting Your Own Home?
- Facts About Gas Heaters, Gas Appliance Mfg. Assn., 60 E. 42nd St., N.Y., N.Y.

Community:
- Appliance stores.
- Furnace manufacturers.
Environmental Concept No. 11 - Individual Acts

Orientation

Aesthetics

Integrated with:
UNIFYING AREA
SUBSTANTIVE AREA

Management of Personal and Family Resources

Behavioral Objectives

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

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

Skills Used:
1. Expressing feelings
2. Searching
3. Identifying
4. Discussing

In-Class:
A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (e.g., red = warm, fire, excitement, danger).

B. Teacher introduces basic lines and asks which colors are most and emphasize the house, which colors stand out the environment, which colors blend with the environment, and which colors blend with each other.

C. Teacher introduces various textures (shiny, rough, smooth).

Student-Centered Learning Activities

1. Students collect magazine pictures of houses and discuss the aesthetic appeal of the yard, and drying field and landscape in mock forest, landscaped yard, and dirt pile.

2. Students collect magazine pictures in which one type of line predominates.

3. Teacher shows students how to discuss creating living environments.

4. Teacher discusses bringing the outdoors indoors.

Counselor or Community:

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E. S. E. A. Title III - PROJECT L-C-E: 58-70-01354-4
SUGGESTED RESOURCES

Publications:

- Caprolan Color Quiz Book, Allied Chemical Corp.
  61 Broadway, N.Y., N.Y. 10006.
- Color Wheel Coordinator, Carpet Marketing E.
  I. DuPont deNemours & Co., Inc.
  Wilmington, Del., 19898.

Audiovisual:

- Decorating and Planning Your Home: Some Basic Ideas, BAVI, 0722.
- Color Keying in Art and Living, Color, $4.00, BAVI, 7341.
- Design for Living, BAVI, 0722.
- Decorating Made Easy, Sears.
- Color Newsreel, Modern, 1212 Avenue of America, N.Y., N.Y. 10036.
- Use Color with Confidence, $3.50, BAVI, 0553.
- Decorating Made Easy, Sears.
- Decorating Made Easy, Sears.

Community:

In-class:

1. Students evaluate how the housing fits into natural surroundings.
   Students conduct research on various aspects of color, line, and texture.
   How the living environment they want to create (exciting, restful, natural, etc.) and how
   to achieve this through color, line, and texture.

2. Student discussion of the type of living environment they want to create (exciting, restful, natural, etc.) and how
   to achieve this through color, line, and texture.

3. Students collect various magazine housing pictures in
   which one type of texture predominates.

4. In-class (continued):
## Environmental Concept No. ORIENTATION

### 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 Used:**
1. Observing
2. Analyzing
3. Drawing

### Integrated with:
- **UNIFYING AREA:**
  - Personal and Family Relations
- **SUBSTANTIVE AREA:**
  - Housing

### Student-Centered Learning Activities

#### Outside or Community:

1. Students walk through neighborhoods around school:
   - Teacher points out styles of housing in relation to functions
2. Students work on scavenger sheets to find different styles of housing.
3. Class selects one house to analyze for remodeling:
   - Students draw a solution for one undesirable feature.

#### In-Class:

1. Contractor talks on housing style:
2. Contractors and designers talk on housing style:
3. Art instructor talks on line, color and proportion in housing.
4. Interior decorator talks on housing.

### Environmental Orientation

1. Economic Planning
2. Environmental Aesthetics
3. Drawing

**Continued:**

- Students and colors rather than aesthetic lines, proportions and colors enhance the environment.
- For home remodeling affects over-consuming.
What You Should Know Before You Buy a Home

Publications:


Audio-Visual:

1/76 Local, 725 Eye St., N.W., Washington, D.C., 20006. Title Assn., 725 Eye St., N.W.

Contractor Interior decorator

Community

In-Class:

B. 2. An eavestrough that drains in the center front of the house could be moved to a front corner.

3. Students list money and natural resources needed to make the changes and determine whether they are warranted or not.

(Continued)

(Continued)

(Continued)

Publications: (Continued)
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>IN-CLASS</th>
<th>OUTSIDE OR COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands that food is a limiting factor in world population.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affective:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceives that food will limit the world's carrying capacity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills Used:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Graphic illustration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Debating</td>
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</tr>
</tbody>
</table>

### Student-Centered Learning Activities

**SUBSTANTIVE AREA: Foods and Nutrition**

- **Resource Conservation**

**MANAGEMENT OF PERSONAL AND FAMILY RESOURCES**

- **Concept No.:** 3 - Carrying Capacity

**Environmental Concept:** Integrated with:
<table>
<thead>
<tr>
<th>SUGGESTED RESOURCES</th>
<th>CONTINUED OR ADDED LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>Hungry Angels, BAVI, #749, #7913-7914.</td>
<td></td>
</tr>
<tr>
<td>Secret Hunger, BAVI, #7918.</td>
<td></td>
</tr>
<tr>
<td>Tomorrow's World: Feeding the Hungry, BAVI, #7561-7562.</td>
<td></td>
</tr>
<tr>
<td>To Feed the Hungry, BAVI, #7913-7914.</td>
<td></td>
</tr>
</tbody>
</table>

**Community:**
- County Extension
- Social Services
Environmental:

<table>
<thead>
<tr>
<th>Concept No. 6 - Resources Orientation</th>
<th>Student-Centered Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated cvi the Management of Personal and Family Resources</td>
<td></td>
</tr>
<tr>
<td>SUBSTANTIVE AREA Foods and Nutrition</td>
<td></td>
</tr>
<tr>
<td>BEHAVIORAL OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>STUDENT-CENTERED LEARNING ACTIVITIES</td>
<td></td>
</tr>
<tr>
<td>In-Class:</td>
<td></td>
</tr>
<tr>
<td>Cognitive:</td>
<td></td>
</tr>
<tr>
<td>A. Students define quality of life in terms of food available to them.</td>
<td></td>
</tr>
<tr>
<td>B. Students compare naturally grown foods with additives.</td>
<td></td>
</tr>
<tr>
<td>C. FHA project to feed poor.</td>
<td></td>
</tr>
<tr>
<td>D. Search for current news articles on food problems.</td>
<td></td>
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<tr>
<td>E. Students prepare bulletin board on current food problems.</td>
<td></td>
</tr>
<tr>
<td>F. Research effects of food additives.</td>
<td></td>
</tr>
<tr>
<td>Outside or Community:</td>
<td></td>
</tr>
<tr>
<td>A. AFSC student to relate food problems of his own country.</td>
<td></td>
</tr>
<tr>
<td>B. Community member to speak on raising organic foods.</td>
<td></td>
</tr>
<tr>
<td>C. FHA project to feed poor.</td>
<td></td>
</tr>
<tr>
<td>D. Lab on government commodity available.</td>
<td></td>
</tr>
<tr>
<td>E. Students prepare project to support food preparation and low cost foods.</td>
<td></td>
</tr>
<tr>
<td>F. Students prepare bulletin board on current food problems.</td>
<td></td>
</tr>
<tr>
<td>Affective:</td>
<td></td>
</tr>
<tr>
<td>A. Students define quality of life in terms of food available to them.</td>
<td></td>
</tr>
<tr>
<td>B. Students note effects on quality of life and underline factors causing the food problems.</td>
<td></td>
</tr>
<tr>
<td>C. Students make effort on solving world food problems.</td>
<td></td>
</tr>
</tbody>
</table>

Skills Used:

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

Skills Used:

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

E.S.E.A. Title III - PROJECT E.C.E. 69-70-0135-4

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### Suggested Resources

**Continued or Added Learning Activities**

- **Publications:**
  - Today's Health
  - Prevention Magazine
  - Organic Gardening
  - For a World of Plenty, Union Carbide.

- **Audio-Visual:**
  - Union Carbide. 1972, issue of fish.
  - Nutrition for Young Minds, University Extension.
  - Expanded Nutritions Program, University Extension.

### Community

- AFS student community member who raises organic foods.

### In-Class (continued)

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G.</strong> Report on current research and legislation related to available foods affecting the quality of life.</td>
</tr>
<tr>
<td><strong>H.</strong> Students make up a menu for the year 2000 and orally respond to eating foods on this type of menu. Example: Mercury poisoning, botulism, seaweed, etc.</td>
</tr>
<tr>
<td><strong>I.</strong> Fish eating and health. See Audios #1 and #2.</td>
</tr>
</tbody>
</table>

### Bulletin Board Ideas

- Cycle of too little food.

---

**DEST COPY AVAILABLE**
CONCEPT NO.

ORIENTATION

Resource Conservation

6 - Resources

UNIFYING AREA

Integrated with

SUBSTANTIVE AREA

Management of Personal and Family Resources

Food and Nutrition

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

A. Interview people who have traveled in other areas or are natives of other areas. What staples do you use in your country? What staples do you use in your country?

B. Students organize into groups to brainstorm types of foods available from:

1. Land
   a. tropical
   b. moist
   c. arid
   d. temperate
   e. polar

2. Water
   a. fish
   b. salt
   c. surface
   d. bottom

C. Interview local people who have traveled in other areas or are natives of other areas. What staples do you use in your country? What staples do you use in your country?

A. Students organize into groups to brainstorm types of foods available from:

1. Land
   a. tropical
   b. moist
   c. arid
   d. temperate
   e. polar

B. Students research and present oral reports on types of foods from the various sources above and from various regions throughout the world. For example, students might present a Mediterranean report, Scandinavarian, French, etc.; they should present reports on regions of the world in terms of food sources and diet.

C. Inquiry lab - collect foods from the various regions above and from the world to come food sources and diet. Apply information about food sources and diet. Interview local people who have traveled in other areas or are natives of other areas. What staples do you use in your country? What staples do you use in your country?

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Publications:
- Organic Gardening
- Prevention Magazine
- Forecast Seafood and Health, 7700-079
- Consumer Product Information

P. O. Box 1205
Arlington, Va. 22210.

Audio-Visual:
- Food Cycle and Food Chains, BAVI.
- Tomorrow's World: Feeding the Billions, BAVI.

Community:
- Restaurant chefs.
- Natives of other lands.
- Exchange students.
- Specialty stores.
- Restaurant chefs.

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CONCEPT NO.
6 - Resources
ORIENTATION
Resource Conservation
INTegrated with:
UNIFYING AREA
SUBSTANTIVE AREA
Management of Personal and Family Resources
Foods and Nutrition

BEHAVIORAL OBJECTIVES
Cognitive:
- STUDENT-CENTERED LEARNING ACTIVITIES
  A. Interview senior citizen regarding food sources and resources to be used in food preparation.
    1. What were some foods or food sources your family or you relied on as a child?
    2. What do you now rely on?
    3. What differences do you make about the food sources in your daily life?
  B. Research factors that affect changing food habits of:
    1. Ancient civilizations
    2. Middle Ages
    3. Modern times
  C. Place results on continuum in forms of pictures, slogans, etc.
  D. Describe and compare resources used in preparing food in past and present.
    1. For example, illustrate:
       a. Bulletins, booklets, etc., on manners, control of nature, control of environment, etc.
       b. Worksheets, diagrams, slogans, etc.
       c. The effects of food, technological advancements in provision of food, etc.

Affective:
- Appraises technological advancements in provision of food.
- Appreciates technological advancements in provision of food.
- Comprehends changes in food sources and diets, through:
  A. View filmstrip, Food Through the Ages.
  B. Research factors that affect changing food habits of:
     1. Ancient civilizations
     2. Middle Ages
     3. Modern times
  C. Place results on continuum in forms of pictures, slogans, etc.
  D. Describe and compare resources used in preparing food in past and present.
    1. For example, illustrate:
       a. Bulletins, booklets, etc., on manners, control of nature, control of environment, etc.
       b. Worksheets, diagrams, slogans, etc.
       c. The effects of food, technological advancements in provision of food, etc.

Skills Used:

- Identifies
- Researching
- Making continuum
- Interviewing
- Cognitive:
- Affective:
- Out his study, through:
- BEST COPY AVAILABLE
SUGGESTED RESOURCES CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- Organic Gardening
- Prevention Magazine

Audio-Visual:
- *Food Through the Ages*, Science Research Associates.
- *Keeping Food Safe to Eat*.
- *History of Food Preservation*, Ball.
- *Food for a Modern World*, BAVI.
- *History of Pressure Cooking*, Presto.
- *History of Pressure Cooking*, Ball.

Best copy available.
### Environmental Concept:

**NO. 2 - Ecosystem Orientation**

Resource conservation integrated with management of personal and family nurture.

**Substantive Area:**
- Foods and Nutrition

**Behavioral Objectives:**

**Cognitive:**
- Students comprehend the interaction of foods and the environment which forms an ecosystem.
- Students believe in the importance of the interaction foods play in forming an ecosystem.

**Affective:**
- Students feel the importance of the interaction foods play in forming an ecosystem.

**Skills Used:**
- Defining
- Listing
- Debating
- Observing

### In-Class Student-Centered Learning Activities

- Students define ecosystem.
- Students list various ways food is wasted (e.g., down disposal, thrown out in garbage, glutton--eating more than needed, foods left to spoil, etc.).
- Students debate the Clean Plate Club vs. throwing out undesirable food.
- Teacher demonstration of food pollutants in the water system (e.g., grease suspension, sugar ex, garbage disposal, sewage, etc.).
- Students write an essay on how they can protect the environment through wise use of foods.
- Class go on a field trip to a sewage system.
- Class go on a field trip to a grocery store.
- Field trips to Sanitary State Board of Health personnel to discuss sanitary food regulations.
- Drive-in restaurants.
- School cafeteria.
- Sewage plant.
- Grocery store.
- Fruit and vegetable farm.

### Outside or Community Learning Activities

- Students define ecosystem.
- Students list various ways food is wasted (e.g., down disposal, thrown out in garbage, glutton--eating more than needed, foods left to spoil, etc.).
- Students debate the Clean Plate Club vs. throwing out undesirable food.
- Teacher demonstration of food pollutants in the water system (e.g., grease suspension, sugar, ex, garbage disposal, sewage, etc.).
- Students write an essay on how they can protect the environment through wise use of foods.
- Class go on a field trip to a sewage system.
- Class go on a field trip to a grocery store.
- Field trips to Sanitary State Board of Health personnel to discuss sanitary food regulations.
- Drive-in restaurants.
- School cafeteria.
- Sewage plant.
- Grocery store.
- Fruit and vegetable farm.
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

- Eat and Grow Slim, American Institute of Baking
  400 East Ontario Street
  Chicago, Illinois 60611

- Home Refuse Storage, Consumer Product Information
  P.O. Box 1205
  Arlington, Va. 22210

- Food Preparation, Film, BAVI, #3163

- Garbage, Film, ICE RMC
- Junk Dump, Film, ICE RMC
- BAVI, #5938

Audio-Visual:

- Food Cycle and Food Chains,
- Food Preparation, Film, BAVI, #3163
- Garbage, Film, ICE RMC
- Junk Dump, Film, ICE RMC
- BAVI, #5938

Community:

- State Board of Health Personnel
- Drive-In
- Restaurant
- School Cafeteria
- Fruit and Vegetable Farm
- Sewage Plant
- Grocery Store

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<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Student-Centered Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong></td>
<td><strong>Outside or Community:</strong></td>
</tr>
<tr>
<td>1. Comprehends the source of food energy.</td>
<td>A. School nurse to speak on food cycle.</td>
</tr>
<tr>
<td>2. Comprehends the body's need for nutritious foods.</td>
<td>B. Ecology specialist to speak on personal health.</td>
</tr>
<tr>
<td>3. Appreciates the sun as a supplier of nutrients.</td>
<td>C. Role nutrients play in human body.</td>
</tr>
<tr>
<td><strong>Affective:</strong></td>
<td><strong>In-Class:</strong></td>
</tr>
<tr>
<td>1. Students divide into two groups.</td>
<td>A. School nurse to speak on food cycle.</td>
</tr>
<tr>
<td>2. Each group makes up a list of nutrients.</td>
<td>B. Students define in their own words the following terms:</td>
</tr>
<tr>
<td>3. Students draw a chart illustrating the cycle of food energy.</td>
<td>1. Nutrition</td>
</tr>
<tr>
<td>4. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>2. Fats</td>
</tr>
<tr>
<td>5. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>3. Vitamins</td>
</tr>
<tr>
<td>6. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>4. Protein</td>
</tr>
<tr>
<td>7. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>5. Minerals</td>
</tr>
<tr>
<td>8. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>6. Carbohydrates</td>
</tr>
<tr>
<td>9. Students prepare a notebook to illustrate the nutrient that is portrayed.</td>
<td>7. Vitamins</td>
</tr>
<tr>
<td><strong>Skills Used:</strong></td>
<td></td>
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<tr>
<td>Graphic illustration</td>
<td></td>
</tr>
<tr>
<td>Defining</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
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<tr>
<td>Drawing</td>
<td></td>
</tr>
</tbody>
</table>

**Assertion:** Students comprehend the source of food energy and appreciate the sun as a supplier of nutrients.
### 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 ICE RMC.
- "Nutritional Quacker," BAVI, #6993.
- "Vitamin D, The Builder," BAVI, #1313.
- "Nutrition Chart," Lifetime Stainless Steel Cookware, 899 W. Demetler Drive, Cadia, A. Bennett Co., Inc.
- "Text Chapter 13, Book 2," Homemaking for Teenagers, Norris & Nicholas.

### AudioVisual:
- "Food That Builds Good Health," BAVI, #1313.
- "Magic Alphabet," BAVI, #3481.
- "Ultimate Stamina, Steel Cookware," Nutrition Chart, BAVI, #1834.

### Community:
- County Extension Agent.
- School Nurse.
- West Bend, Wisconsin.
- Lifetime Stainless Steel Cookware.
- Nutrition Chart, BAVI, #6993.

### Class:
- Students participate in buzz session to answer question.
- Students play Nutri-Bingo.
- "What is the ultimate source of all energy?"

### In-Class (continued):

---

<table>
<thead>
<tr>
<th>Continued or Added Learning Activities</th>
</tr>
</thead>
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<thead>
<tr>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
Environmental Concept No.

Resource Conservation

Management of Personal and Family Resources

Integrated with:

SUBSTANTIVE AREA

Foods and Nutrition

UNITING AREA

Management of Personal and Family Resources

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

1. Developing a plan

A. View the filmstrip, The Real You and discuss.

B. Review Basic 4 and 6 nutrient classifications.

C. Students suggest changes to make diet nutritionally adequate.

D. Students suggest changes in terms of cost (low cost, moderate cost, and high cost).

E. Students suggest changes in terms of quantity and also in terms of variety.

F. Students plan a nutritionally adequate week's menu for a low income family.

Affective:

A. A representative from a social service and welfare department to speak on food stamps and low cost meals.

B. A county extension agent to talk on the expanded nutrition program.

C. Dietitian to talk on the expanded nutrition program.

Skills Used:

In-Class:

1. Viewing

2. Reviewing

3. Recording

4. Developing a plan

Outside or Community:

A. A representative from a social service and welfare department to speak on food stamps and low cost meals.

B. A county extension agent to talk on the expanded nutrition program.

C. Dietitian to talk on the expanded nutrition program.

D. A county extension agent to talk on the expanded nutrition program.

E. A representative from a social service and welfare department to speak on food stamps and low cost meals.

F. A representative from a social service and welfare department to speak on food stamps and low cost meals.

G. A representative from a social service and welfare department to speak on food stamps and low cost meals.

H. A representative from a social service and welfare department to speak on food stamps and low cost meals.

I. A representative from a social service and welfare department to speak on food stamps and low cost meals.

J. A representative from a social service and welfare department to speak on food stamps and low cost meals.

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E. S. E. A. Title III - Project I-C-E

59-70-0135-4
Publications:
- Family Food Budgeting, #0100-0873.
- Calories & Weight, #0100-0813.
- Nutrition, Nonsense and Sense, [specific details not legible].
- Family Food Buying, #0100-1117.

All available from:
Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.

Audio-Visual:
- The Real You, Consumer Comm.
- Acne, Modern Talking Picture Service, Inc.

Community:
- Representative — Welfare dept.
- Representative — Social service.

Publications (continued):
- Important Facts About Iron, M. E. Laboratories, Inc.
- Nutrient Content of Various Food Products, Sealtest Foods, Consumer Service.
- Vitamins and Your Health, Nat'l Vitamin Foundation.
- Vitamins, Miles Laboratories, Inc.
- Vitamins and Your Health, Nat'l Vitamin Foundation.
- Important Facts About Iron, Miles Laboratories, Inc.

Audio-Visual (continued):
- Vitamins, Modern Talking Picture Service, Inc.

Community:
- Representative — Welfare dept.
- Representative — Social service.

Publication Resources (continued):
- Family Food Budgeting, #0100-0873.
- Calories & Weight, #0100-0813.
- Nutrition, Nonsense and Sense, [specific details not legible].
- Family Food Buying, #0100-1117.
### Cognitive Objectives

- Applies knowledge of photosynthesis to growing different seeds and plants under various conditions.

- Enhances the environment.

### Affective Objectives

- Acquaints himself with the process of gardening that enhances the environment.

### Skills Used:

1. Organic Gardening:
   - a. Seeding
   - b. Weeding
   - c. Fertilizing
   - d. Pest control
   - e. Harvesting

2. Observation:
   - a. Pest control
   - b. Weeding
   - c. Harvesting

### Behavioral Objectives

#### Student-Centered Learning Activities

<table>
<thead>
<tr>
<th>Class</th>
<th>In-Class</th>
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</table>

#### Outside or Community:

- A. Research and report on growing various variations of conditions, emphasizing control of variables.
- B. Collect and display a variety of seeds by different methods.
- C. Plan and feed a variety of plants.
- D. Grow a variety of herbs and spices for classroom use in growing and caring for a variety of plants.
- E. Grow a variety of foods and plants under various conditions, emphasizing the importance of light and temperature.
- F. Write reports on various observations and research plant growth.
- G. Research and report on growing variations under other climate conditions (altitude, humidity, etc.).

#### Guest Speaker

- Vocational agriculture teacher on food growing techniques.
- 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.
- Florist to learn about gardening methods and various ways of controlling pests.

#### Presentation

- Research and report on growing variations under other climate conditions (altitude, humidity, etc.).
Publications:

- The Bissell Home Handbook of Gardening by Bissell.
- Agricultural Chemicals, Manufacturing Chemical Association.
- Flowers & Plants--Their Care & Arrangement by Society of American Florists.
- For a World of Plenty by Union Carbide.
- Organic Gardening, periodical.
- Insects & Diseases of Vegetables in Home Gardens by General Service.

Audio-Visual:

- Making the Most of a Miracle by American Plant Food Journal.
- Roots and All by Agriculture, Division of American Cyanamid Company.
- See What Seed Can Do for You by Am. Cyanide Co.
- Am. Plant Food Jnl., filmstrip in no. 5111.
- Food From the Sun, BAVI, #6742.

Community:

- In-class: Discuss the food chain and write an essay on what foods man eats from each different part of the food chain.
- Discuss the food chain and write an essay on what foods man eats from each different part of the food chain.
- View, Recycling Resources, and play Recycling Resources game.
- Recycling Resources, ICE.
- Recycling Resources, NAL, Garden Bureau.
- What Seed Can Do for You, Manufacturing Chemists.
- Facts about Pesticides, Am. Cyanide Co.
- Making the Most of a Miracle, Am. Plant Food Jnl.
- Chain of Life, A Story of a Forest Food Cycle, Patricia Collins Public Library.
- For a World of Plenty, Union Carbide.
- Flowers & Plants--Their Care & Arrangement, S. C. Johnson & Son.
- Chain of Life, A Story of a Forest Food Cycle.
Environmental: Concept No. 11 - Individual Acts

Additives and Pesticides

Integrated with:

UNIFYING AREA

Management of Personal and Family Resources

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

1. Define terms related to food additives.
2. Define terms related to pesticides.
3. Define terms related to environmental alterations.
4. Define terms related to integrated learning.

Affective:

1. Comprehends the role food additives and pesticides play in the environment.
2. Sensitive to the effects food additives and pesticides play in the environment.

Skills Used:

1. Defining
2. Collecting
3. Research
4. Exhibits
5. Graphic illustration
6. Comparison
7. Experimentation
8. Debate

In-Class:

A. Students define food additives.
B. Students collect cans, bags, boxes, etc. of food.
   - Read labels to determine and list the food additives.
C. Students research the function of the various additives, and suggest alternate methods of preserving and enriching foods.
D. Students exhibit preserved foods and label functions.
E. Students compare foods with and without preservatives.
   - Example: Set out slice of bread, one with preservative, and one without preservative.
F. Students make a chart showing the types and functions of pesticides.
G. Students make a chart showing the types and functions of pesticides.
H. Students debate the use of chemical pesticides and additives in the environment.

Outside or Community:

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 pesticides."
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

The Silent Spring, Rachel Carson.
Pesticides and the Living Landscape, Robert L. Rudd, Univ. of Wis. Press Box 1379, Madison, Wis.
Pesticides and You, and Food Additives and You, Univ. of Wis. Ext., Madison.
Pesticides, Consumer Product Information P. 0. Box 1205 Arlington, Va 22210.

(Continued)

Audio/Visual:

ICE, RMC. Pesticides Are Perilous, Adolph’s Ltd., 1800 W. Magnolia Blvd., Burbank, California.
Manufacturing Chemists Asso., 1825 Connecticut Ave., N.W., Washington, D.C.
Everyday Facts About Food Additives, (Continued)

Publications:

CONTINUED OR ADDED LEARNING ACTIVITIES

SUGGESTED RESOURCES

Agriculture Extension Agent.
Farmer.
Exterminator.
Agriculture Teacher.

Community:

Agriculture teacher.
Exterminator.
Farmer.
Agriculture Extension Agent.
| Concept No. 2 - Ecosystem Integrated with UNIFYING AREA Personal and Family Relations |
|----------------------------------------|---------------------------------|
| **Orientation**                       | **Behavioral Objectives**       |
| 1. Observation                        | 1. Cognitive:                   |
| 2. Recording                          | a. View filmstrip, Clothing     |
| 3. Discussion                        | Communications and Crosses      |
| 4. Writing                            | b. Students brainstorm to tell  |
| 5. Listing                           | how they can identify            |

**STUDENT-CENTERED LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Cognitive:</th>
<th>Behavioral Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View filmstrip, Clothing</td>
<td>Ecosystem Relationships</td>
</tr>
<tr>
<td>2. Students brainstorm to tell how</td>
<td></td>
</tr>
<tr>
<td>3. Students brainstorm to COMMUNICATE</td>
<td>how they can identify</td>
</tr>
<tr>
<td>4. Sociologist</td>
<td></td>
</tr>
<tr>
<td>5. Psychologist</td>
<td></td>
</tr>
</tbody>
</table>

**SKILLS USED:**

1. Observation
2. Recording
3. Discussion
4. Writing
5. Listing

**ORIENTATION**

- Personal and Family Relations
- Clothing and Textiles

**BEHAVIORAL OBJECTIVES**

- Student-centered learning activities
  - Cognitive: Comprehends the psychological effect clothing has on family and community
  - Affective: Acquaints self with a variety of clothing options and their interaction in ecosystems
  - Skills Used: Observation, Recording, Discussion, Writing, Listing

**In-Class**

- A. View filmstrip, Clothing
- B. Class writes personal reactions to a teacher-presented picture of a person. Example: hippy
- C. Students keep journal of other people's reactions to changing personal dress styles for three days. Example: student wears black fingernail polish and records others' reactions.
- D. Determine any differences in reactions. Example: Teacher, Students, Other school personnel, Teacher

**Outside or Community**

- A. View filmstrip, Clothing
- B. Class writes personal reactions to a teacher-presented picture of a person. Example: hippy

**Context:**

- Different Perspectives
  - View dress modes of prospective employers
  - View dress modes of prospective employers
  - View dress modes of prospective employers
  - View dress modes of prospective employers

- Employment from the em-
  - 3. Sociology teacher
  - 2. Sociology teacher
  - 1. Psychologist
  - 1. View filmstrip, Clothing

**In-Class or Community:**

- Observation
  - 5. Listing
  - 4. Writing
  - 3. Discussion
  - 2. Recording
  - 1. Observation

- Personal and Family Relations

- Clothing and Textiles

- Interaction within...
Publications:


Audio-Visual:

Clothing Communicates, filmstrip, J. C. Penny Co.
Young Fashion Forecast, Sears Roebuck & Co., Public Relations, Dept. 703, 3301 West Arthington St., Chicago, Illinois 60607.
Appearance Counts, Home Econ Service Bureau, Home Econ Service Bureau, 417 Fifth Avenue, New York, N.Y. 10016.

Community:

Appearance Counts, 3301 West Arthington St., Sears Roebuck & Co., Public Relations, Dept. 703, 3301 West Arthington St., Chicago, Illinois 60607.
Appearance Counts, Home Econ Service Bureau, 417 Fifth Avenue, New York, N.Y. 10016.

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Appearance Counts, Home Econ Service Bureau, 417 Fifth Avenue, New York, N.Y. 10016.
Environmental Aesthetics

Integrated with:

Personal and Family Relations

SUBSTANTIVE AREA

Clothing

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

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 environmental factors that affect clothing selection.
   (Ex.: gas and coal shortage, shortage of raw materials that could affect clothing selection, less synthetics, less synthetics.)

4. Students list factors that affect clothing selection. (Ex.: age, dress for the occasion)

A. Botique shop proprietor.
B. Cardboard doll activity.

Affective:

1. Students use cardboard doll and cutout clothes to dress doll appropriately to fit different roles. (If students have not had design principles related to clothing, they should be used in conjunction with dressing the doll.)

2. In-class discussion.
   a. Boutique shop proprietor. (Buyer from men's/customer relations)
   b. Talk about how clothes make the man.

Skills Used:

1. Listing
2. Clothing coordination
3. Discussion


In-Class:

Outside or Community:

A. Boutique shop proprietor.
B. Cardboard doll activity.

Environmental Aesthetics

8 - Values and attitudes

CONCEPT NO.

Orientation

Enviromental

Unifying Area

Personal and Family Relations

Integrated with:

Environmental Aesthetics

0

(continued)
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- How To Plan a Wardrobe, Good Housekeeping Bulletin.
- Make Fashion Work For You, Educational Dept.
- Vogue Pattern Service Box 1752 Altoona, Pa.
- Dress, Gawne and Oerke, Chapter 1.

Audio-Visual:
- Clothes and You: Line & Proportion Films: 
  Chicago, New York.
- Money Management Institute: 
  Managing Your Clothing Dollars,
  Filmstrips:
  Ithaca, New York.
- New York State College: 
  Cornell University
  Film Library:
  Clothes and You: Line & Proportion Films: 
  Vogue - Magnetic Doll.

Audio-Visual (continued):
- Figure Flattery Through Optical Illusions, Educational Dept. 
  The Singer Company: 
  30 Rockefeller Plaza
  New York.

Community:
- Chicago, Illinois: 
  Household Finance Corp.
  Money Management Institute: 
  Managing Your Clothing Dollars,
  Filmstrips:
  Ithaca, New York.
- New York State College: 
  Cornell University
  Film Library:
  Clothes and You: Line & Proportion Films: 
  Vogue - Magnetic Doll.

Audio-Visual (continued):
- Dress, Gawne and Oerke, Chapter 1.
  Altoona, Pa.
  Box 1752
  Vogue Pattern Service
  Educational Dept.
  Make Fashion Work For You, 
  Educational Dept.
  How To Plan a Wardrobe.

Publications: (continued)
Environmental Projects

CONCEPT NO.

4 - Water

ORIENTATION

Management of Personal and Family Resources

UNIFYING AREA

Clothing

SUBSTANTIVE AREA

Water quality

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

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.

SUN Used:

1. Research
2. Observing
3. Charting
4. Recording
5. Experimentation
6. Drawing Conclusions

In-Class:

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:
   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.

E. Take water samples and have chemistry department perform tests on water.

F. Study current legislation regarding phosphorus, soaps, detergents, bleaches, etc.

Outside or Community:

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:
   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.

E. Take water samples and have chemistry department perform tests on water.

F. Study current legislation regarding phosphorus, soaps, detergents, bleaches, etc.

G. Chemistry Department to perform tests on water samples to determine purity.

H. Home economist from utility company to speak to class on laundry techniques.

I. County extension agent to speak about recent research on laundry products.

J. DNR spokesman to speak on the effect of phosphate on water purity.

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SUGGESTED RESOURCES

CONTINUED OR ADDED.

LEARNING ACTIVITIES

Publications:


Detergent Report, FMC Corp., Inorganic Chemicals Division, Dept. of Natural Resources, Wisconsin Public Service, Dept. of Natural Resources.

Audio-Visual:

Dirty Water, simulation game, ICE RMC.

Today's Easier Washday, available from ICE RMC.

The Stream, ICE RMC.

Community:


Dept. of Natural Resources.

Wisconsin Public Service.


Detergent Report, FMC Corp., Inorganic Chemicals Division, Dept. of Natural Resources, Wisconsin Public Service, Dept. of Natural Resources.

Dirty Water, simulation game, ICE RMC.

Today's Easier Washday, available from ICE RMC.

The Stream, ICE RMC.

Community:


Dept. of Natural Resources.

Publications:

Laundry Know-How, booklet free from public utility company.

Detergent Phosphates and the Environment, FMC Corp., Inorganic Chemicals Division, Dept. of Natural Resources, Wisconsin Public Service.

Audio-Visual (continued):

Dirty Water, simulation game, ICE RMC.

Today's Easier Washday, available from ICE RMC.

The Stream, ICE RMC.

Community:


Dept. of Natural Resources.

Publications:

Laundry Know-How, booklet free from public utility company.

Detergent Phosphates and the Environment, FMC Corp., Inorganic Chemicals Division, Dept. of Natural Resources, Wisconsin Public Service.

Audio-Visual (continued):

Dirty Water, simulation game, ICE RMC.

Today's Easier Washday, available from ICE RMC.

The Stream, ICE RMC.

Community:


Dept. of Natural Resources.

Publications:

Laundry Know-How, booklet free from public utility company.

Detergent Phosphates and the Environment, FMC Corp., Inorganic Chemicals Division, Dept. of Natural Resources, Wisconsin Public Service.
CONCEPT NO. ORIENTATION

Energy Resources
1. Energy

Integrated with:

Management of Personal and Family Resources

UNIFYING AREA

SUBSTANTIVE AREA

Textiles

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

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

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

Skills Used:
1. Viewing
2. Researching
3. Discussing
4. Listing

In-Class:
   a. Discuss how sun's energy relates to cotton production.
   b. Have students list how they personally use cotton.
      Ex. - cotton balls, clothing, bedspreads, Q-tips.

2. View Wool, Golden Fleece.
   a. Discuss how sun's energy relates to wool production.
   b. Students list how they personally use wool.
      Ex. - clothing, blankets, rugs.

   a. Discuss sun's energy in relation to the production of silk.
   b. Students list how they personally use silk.
      Ex. - clothing, pillow cases, etc.

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

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

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### Publications:

- Fiber and Fabrics, Ed. Dept. 
- Vogue Pattern Service, Ed. Dept. 
- Di-ess, text, Gawne and Oerke, Chapter 3. 
- BAVI, #1682, #4724, #2482, #1752. 

### Audio-Visual:

- Wool, Golden Fleece, BAVI. 
- BAVI, #4724. 
- BAVI, #335. 
- BAVI, #274. 
- BAVI, #327. 

### Community:

In-Class:

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 cloths, clothes, handkerchiefs.

### Continued Learning Activities:

In-Class:

(Continued)
### Behavioral Objectives

#### Cognitive
- Comprehends the significance of textile distribution and how it affects the quality of life in his or her country and how it is implemented.

#### Affective
- Appreciates the role textile distribution plays on the quality of life.
- Discusses the importance of specific textile origins.
- Pinpoints on a world map area associated with specific textile origins.
- Collect and display samples of researched textiles.
- Foreign exchange student to speak on textiles used in their country and how it affects the quality of life.

### Skills Used
1. Research
2. Display
3. Map reading

### Student-Centered Learning Activities

<table>
<thead>
<tr>
<th>In-Class</th>
<th>Outside or Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Visit import store and/or import section of stores to view types of imported fabrics.</td>
<td>A. Speaker from local fabric store.</td>
</tr>
<tr>
<td>C. Map reading, with miniature flags marking specific textile origins.</td>
<td>C. Import section of stores to view types of imported fabrics.</td>
</tr>
<tr>
<td>E. Foreign exchange student to speak on textiles used in their country and how it affects the quality of life.</td>
<td>E. Foreign exchange student to discuss the role of textile distribution on the quality of life.</td>
</tr>
</tbody>
</table>

### Orientations

<table>
<thead>
<tr>
<th>Concept No.</th>
<th>Integrated with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - Resources</td>
<td>Environment</td>
</tr>
</tbody>
</table>

### Substantive Area

| Management of Personal Resources and Family Resources |
| Integrated with: |

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**BEST COPY AVAILABLE**
Publications:

Audio-Visual:
French Tapestries Visit America, BAVI, #0785, $12.00 rental.
<table>
<thead>
<tr>
<th>STUDENT-CENTERED LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong></td>
</tr>
<tr>
<td>Comprehends the role man-made textiles play in managing, manipulating, and changing the environment.</td>
</tr>
<tr>
<td>Appreciates the role of man-made textiles in managing, manipulating, and changing the environment.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Skills Used:</th>
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<tbody>
<tr>
<td>1. Brainstorming</td>
</tr>
<tr>
<td>2. Viewing</td>
</tr>
<tr>
<td>3. Discussing</td>
</tr>
<tr>
<td>4. Creating a showcase</td>
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</tbody>
</table>

<table>
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<tr>
<th>In-Class:</th>
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<tbody>
<tr>
<td>A. Students sit in circle and brainstorm things in the room other than clothes that are made from textile fibers.</td>
</tr>
<tr>
<td>B. View and discuss Can You Imagine, film on role of textiles in daily life.</td>
</tr>
<tr>
<td>C. Create a showcase of role man-made textiles play in daily life (excluding clothing). Examples: &quot;Did you know?&quot; Tire with caption &quot;tires made from textile fibers.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside or Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students sit in circle and discuss how textiles are used in their daily lives. Examples: &quot;Did you know?&quot; Tire with caption &quot;tires made from textile fibers.&quot;</td>
</tr>
<tr>
<td>B. Buyer from local fabric store--novelty fabrics.</td>
</tr>
<tr>
<td>C. Builder talks of textile products used in building.</td>
</tr>
<tr>
<td>D. Furniture store representative talks of textiles used in furniture.</td>
</tr>
<tr>
<td>E. County extension agent - &quot;Everyday Textiles.&quot;</td>
</tr>
</tbody>
</table>

**BEST COPY AVAILABLE**
Publications:
- Fibers & Fabrics, Education Dept. Vogue, Butterick Co., Inc., P.O. Box 1752, Altoona, Pa., 1967-68
- Fiber Facts, 1970, American Viscose Division, FMC
- Fabric Dictionary, same as for Fibers
- Audio-Visual:
  - Can You Imagine, 1212 Avenue of Americas, New York.
- Community:
  -(best copy available)
Environmental:

CONCEPT NO.

ORIENTATION

Environmental Resources

10 - Economic Planning

INTEGRATED WITH:

Management of Personal and Family Resources

UNIFYING AREA

Clothing and Textiles

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Analyzes implications regarding use of resources for textiles and the effects on environmental losses.

Affective:

Assumes responsibility for protecting the environment when selecting textiles.

Skills Used:

1. Textile selection
2. Research
3. Report
4. Brainstorm
5. Laboratory procedures

In-Class:

Outside or Community:

A. Student group's study of the environment.

B. Student group's study of the environment.

1. How are textiles disposed of when selected? Have to work with?
do textile industries. Disposal of finished products? How much raw material is needed for a yard?

2. What types of pollution do textile industries cause?

3. How are the animals affected? (Ex. - picture of synthetic textile to see natural textiles and one textile terms. Puzzle using different textile leaves.)

A. Fabric store rep. to talk about the stability of various textiles.

B. Mill rep. to talk about sources of raw materials and environmental effects on textile production. (Ex. - picture of Lamb to Cloth and discussion of the effects on the environment.)

C. Rep. to talk about the effects on textile production. (Ex. - picture of Lamb to Cloth and discussion of the effects on the environment.)

D. Mill rep. to talk about the environmental effects on textile production. (Ex. - picture of Lamb to Cloth and discussion of the effects on the environment.)

E. Fabric store rep. to talk about the stability of various textiles.

F. Mill rep. to talk about sources of raw materials and environmental effects on textile production. (Ex. - picture of Lamb to Cloth and discussion of the effects on the environment.)

G. Rep. to talk about the effects on textile production. (Ex. - picture of Lamb to Cloth and discussion of the effects on the environment.)
### CONTINUED OR ADDED LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
</tr>
<tr>
<td>Understanding Today's Textiles, J. C. Penny.</td>
</tr>
<tr>
<td>Fiber Primer, Am. Cyanamid Co.</td>
</tr>
<tr>
<td>Man-Made Fibers, Man-made Fiber Producers Association.</td>
</tr>
<tr>
<td>The Wool Story, Pendleton Wool Mills.</td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
</tr>
<tr>
<td>Can You Imagine, Modern Talking Pictures, 1212 Avenue of Americas, New York, New York. BAVI.</td>
</tr>
<tr>
<td>Silk Makers of Japan, FMC Fibers and Films, Am Viscose Div. FMC Corp.</td>
</tr>
</tbody>
</table>

### Community:
- Area housewife to talk about how she disposes of clothing and other textiles she no longer uses. The hospital rep. to talk about the types of textiles used in the hospital and how they dispose of worn out textiles.
- 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.)
In their time, it was common to speak of clothing styles.
Grandmother or grandfather speak of clothing and
local representative of State Historical Society
Museum - look at clothing that was made at home.

1. How family clothing changed from hand-made.

2. Factors influencing the advent of ready-to-wear.

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

4. How has this change affected the American woman?

During their time, family farms had sheep to produce wool for cloth. This changed clothing production and industry take over the market;

A. Students research the beginning of ready-to-wear. Work sheet sample questions.

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

2. How did this change affect the American woman?

3. In what ways has this affected how we use or land use? (prior to this, family farms had sheep to produce wool for cloth.)

In class:

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. Faced how we use our land.

D. How did the ready-to-wear industry take over the market.

Outside or Community:

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. Morning sun to study clothing made entirely at home before ready-to-wear.

1. How had this change affected family land use?

2. How had this change affected the American woman's life style?

3. In what ways has this affected how we use our land (prior to this, family farms had sheep to produce wool for cloth, etc.).

4. When did the ready-to-wear industry take over the market?

Affective:

Land use. In family clothing have had an impact on land use. Changes in family clothing have had an impact on land use. Is sensitive to the effect changes in family clothing have had on land use.
Publications:
- History of Costume, text
- American and World History Texts.

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

Community:
CONCEPT NO. ORIENTATION

Integrated with:

Resource Conservation

Unifying Area

Clothing & Textiles

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

1. Research.
2. Discussion.
3. Logical thinking.
4. Graphic illustration.

In-Class:

A. Class bulletin board titles.
B. Class small groups and specimen.
C. State Historical Society.

Outside or Community:

A. Social Studies or History teacher talk on Industrial Revolution.
B. Local Museum.
C. State Historical Society.

Resource Conservation

Substantive Area

Clothing & Textiles

Management of Personal and Family Resources

Unifying Area

Integrated with:

7 - Land Use

Orientation

Concept No.

Environmental:

7 - Land Use

Cognitive:

A. Recognizes the role the textile industry played in the Industrial Revolution and how it influenced changes in land use and centers of population density.

Affective:

A. 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.

Skills Used:

- Research
- Discussion
- Graphic illustration
- Logical thinking
In-Class: (continued)

- Class makes textile industry continuum incorporating
  research on inventions and illustrating cotton

C. The tree trunk illustrates the farm family before the
Industrial Revolution (the family was close knit and
separate from the land, etc.).

D. Class makes textile industry continuum illustrating
the effect of the Industrial Revolution on family
table (separate from the land, etc.).

E. Students role play actual people of the times and other
roles related to textile industry and 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?

Typical questions: (must answer first person present tense and support
before. Ex. - student plays 14 year old factory worker
students write questions night

- Class makes textile industry continuum illustrating

Audio-Visual:

Publications:

Social Studies text.
Oliver Twist, Dickens.
David Copperfield, Dickens.
Dress, Gawne & Oerke.
Newspaper mogues.
Old magazines.
Cotton poster, National Cotton Council, P. O. Box 12285, Memphis, Tenn. 38112.
Environmental:

Concept No.

Orientation

Resource Conservation

Integrated with:

10 - Economic Planning

Student-Centered Learning Activities

Behavioral Objectives

Cognitive:

Co3 - Student-centered learning activities

Comprehends the use of textile resources and their effects on long-term environmental losses.

Affective:

Accept responsibilities for preserving the environment when selecting clothing.

Skills Used:

1. Remaking clothing
2. Reusing clothing
3. Starting recycling programs

In-Class:

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, etc., to inform students on where to donate clothes or other items, such as: Sheltered Industries, from a service organization.

B. Students study fashion cycle - Inception (Idea), Obsolescence, Showings, Decline, Mass acceptance.

C. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.

D. Students discuss what happens from Originals (Idea) to be fashionable today.

E. Students bring discarded or unused garments and class decides what could be done to make the garment usable.

F. Students brainstorm ways to use used clothing.

In-Class:

1. Starting recycling programs
2. Remaking clothing
3. Reusing clothing

Outside or Community:

A. Students study fashion cycle - Inception (Idea), Obsolescence, Showings, Decline, Mass acceptance.

B. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.

C. Students make personal inventory of clothing (include new clothing, unused because of style, fit, etc.).

D. Students discuss what happens from Originals (Idea) to be fashionable today.

E. Students bring discarded or unused garments and class decides what could be done to make the garment usable.

F. Students brainstorm ways to use used clothing.

In-Class:

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, etc., to inform students on where to donate clothes or other items, such as: Sheltered Industries, from a service organization.

B. Student survey community to discover what happens to discarded clothing, muscles what could be done to reuse used clothing, and collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.

C. Students start a recycling program for clothing (students set up collection sites in the school for clothing and donate to worthy causes - church bazaar, school for clothing and donate to worthy causes - church bazaar, etc.).

D. 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.)

E. Students bring in discarded or unused garments and class decides what could be done to make the garment usable.

F. Students brainstorm ways to use used clothing.

1. 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.)

Questions:

A. Do you save clothing for household items from unused clothing?

B. Do you dye unused clothing?

C. Do you put unused clothes to clubs or relatives?

D. Do you give away unused clothing?

E. Do you throw away unused clothes?

F. Do you burn unused clothing?

G. Do you put unused clothes in the garbage?

H. Do you make rugs or other clothing into scarves, etc.?
SUGGESTED RESOURCES

Publications:

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

Mademoiselle.

Vogue.

Teachers Curriculum Guide to Conservation, Unit II, Lesson 25, ICE RMC.

Audio-Visual:

Clothes and You, Coronet, Young Fashion Forecast, Sears Public Relations, Dept. 703, 3301 W. Arthington Street, Chicago, Illinois. St. Vincent DePaul to talk about number of people who buy used clothing. Local lady to demonstrate quilting techniques. Young Fashion Forecast, Sears Public Relations, Dept. 703, 3301 W. Arthington Street, Chicago, Illinois. St. Vincent DePaul to talk about number of people who buy used clothing. Local lady to demonstrate quilting techniques.

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

74
Environmental ethics

ORIENTATION

12 - Stewardship

SUBSTANTIVE AREA

Family Living

ENVIRONMENTAL ETHICS

INTEGRATING AREAS

Behavioral Objectives

STUDENT-CENTERED LEARNING ACTIVITIES

Student-centered learning activities

In-class:

1. Discussion
   1. Graphic illustrations
   2. Keeping journal
   2. Group presentation

Outside or Community:

A. Students list on sheet of paper five 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 record incidents or examples within their community illustrating "violation of encroachment of rights" by neighbors, children, town officials, etc.
D. Students prepare bulletin board discussing and evaluating these situations.

Professional panel (principal, custodian, cook, parent, minister, student) presents their feelings on the following:

1. Snowmobiles and bicycles crossing lawns.
2. Graffito (writing on public walls).
3. Violation of individual rights.
4. Treatment of offenders.
5. Juvenile delinquency

Professional panel talk to class on probation officer, prison guard, juvenile delinquency, treatment of offenders, prison guard, juvenile delinquency.

Social worker, lawyer or policeman talk to class on "Violation of Individual Rights."
Probation officer, prison guard, juvenile delinquency expert talk to class on "treatment of offenders."

Visit rehabilitation center.

Community:

A. Family members or others in the community.
B. The student appreciates the rights of others and values private ownership.
C. The student comprehends the significance of private ownership and using it with-
Publications:

- Homemaking For Teenagers, Book 2, Chapter 2, ICE RMC.

Audio-Visual:

- Your Family Budget, BAVI, #2526, $2.00.
- Your Family, BAVI, #2525, $2.00.
- Family Life, BAVI, #0699, $2.00.
- Family, BAVI, #6694, $4.50.
- Family Teamwork and You.

Community:
### Environmental:

**CONCEPT NO.**

**ORIENTATION**

Environmental quality for man.

### Integrated with:

- Management
- UNIFYING AREA
- SUBSTANTIVE AREA

### BEHAVIORAL OBJECTIVES

#### STUDENT-CENTERED LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Out of or Community</th>
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<td></td>
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</tbody>
</table>

#### Skills Used:

- Critical thinking
- Problem solving
- Planning in dairy

### IN-CLASS:

1. **Problem solving**
   - Project speaks on how to preserve the environment.
   - Person from Division of Family Services, minister speaks on how to preserve the environment.
   - Person from Division of Family Services, minister speaks on how to preserve the environment.
   - Person from Division of Family Services, minister speaks on how to preserve the environment.

2. **Recording in diary**
   - Open ended statements
   - B. Students discuss how they would react to following situations.
   - A. Students discuss how they would react to following situations.

3. **Critical thinking**
   - Open ended statements
   - Critical thinking

#### AFFECTIVE:

1. **Person from Division of Family Services, minister**
   - 1. Speak to students on methods of problem solving.
   - 1. Speak to students on methods of problem solving.

2. **Representative from MENSA**
   - 1. Speak on how mental attitudes affect problem solving.
   - 1. Speak on how mental attitudes affect problem solving.

3. **Representative from recycling project**
   - 1. Speak to students on how they can help preserve the environment.
   - 1. Speak to students on how they can help preserve the environment.

### OUTSIDE OR COMMUNITY:

1. **Person from Division of Family Services, minister**
   - 1. Speak to students on methods of problem solving.
   - 1. Speak to students on methods of problem solving.

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3. **Representative from recycling project**
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   - 1. Speak to students on how they can help preserve the environment.

### SKILLS USED:

- Problem solving
- Recording in diary
- Critical thinking

### IN-CLASS:

1. **Problem solving**
   - Project speaks on how to preserve the environment.
   - Person from Division of Family Services, minister speaks on how to preserve the environment.
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2. **Recording in diary**
   - Open ended statements
   - B. Students discuss how they would react to following situations.
   - A. Students discuss how they would react to following situations.

3. **Critical thinking**
   - Open ended statements
   - Critical thinking

#### AFFECTIVE:

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### IN-CLASS:

1. **Problem solving**
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2. **Recording in diary**
   - Open ended statements
   - B. Students discuss how they would react to following situations.
   - A. Students discuss how they would react to following situations.

3. **Critical thinking**
   - Open ended statements
   - Critical thinking

#### AFFECTIVE:

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3. **Representative from recycling project**
   - 1. Speak to students on how they can help preserve the environment.
   - 1. Speak to students on how they can help preserve the environment.
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

AudioVisual:
Anger at Work, BAVI, #3842.

In-Class:

2. Students keep personal diary for three days to determine problem-solving methods.

1. Students analyze remainder of situations in relation to how she is attacking problem.

E. Class discussion of problem-solving methods—which method is best?

2. Students discuss their individual pattern of problem solving.

3. Teacher introduces methods of problem solving.

4. Teacher uses a previous example to illustrate what method was employed. I.e., if girl is gone when fellow arrives, she retreated; if she is home but says nothing, she was employed. I.e., if gal is gone when fellow arrives, she was unemployed. I.e., if she meets him head-on when he comes, she is deconstructing; if she meets him head-on when he comes, she is attacking problem. If she goes out and does not talk to him, she is at a standstill; if she is home but says nothing, she is at a standstill; if she is home but says nothing, she is at a standstill; if she is home but says nothing, she is at a standstill.

C. Teacher introduces methods of problem solving.

2. Detour

1. Attack

3. Standstill

1. Teacher introduces methods of problem solving.

CONTINUED OR ADDED LEARNING ACTIVITIES

COMMUNITY:

ANGER AT WORK

PUBLIC TALKS, BAVI, #3842.

NORMAN VINCENT PEALE.

POWER OF POSITIVE THINKING.

PSYCHOLOGY TODAY.

"POSITIVE MENTAL ATTITUDE."

LANDIS AND LANDIS.

"MARRIAGE AND FAMILY LIVING."

PUBLICATIONS:

SUGGESTED RESOURCES
Environmental Values

Integrated with:

UNIFYING AREA
Personal and Family Relations

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:
- Analyzes influences of cultural, social, and political factors on family's values and attitudes toward the environment.

Affective:
- Appreciate factors that determine man's values and attitudes toward the environment.

Skills Used:
- Interviewing
- Identifying values
- Writing
- Researching
- Recording
- Debating
- Sentence completion
- Letter writing

In-Class:
- Students define values.
- Students list cultural, economic, political, and social factors that could determine values.
- Students research newspapers for articles concerned with environmental and values.
- 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.?
  4. Could you name two ways to improve cleaning up the Lake?
- Students define values.
- 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.?
  4. Could you name two ways to improve cleaning up the Lake?

Outside or Community:
- Letter writing
- Sentence completion
- Debating
- Recording
- Identifying values
- Environmental values
- Decision-making factors that could determine man's values and attitudes toward the environment and environmental values
- Local newspaper reporter to speak on environmental concerns in the community in the last two years
- A. Local newspaper reporter
- B. Students define values
- C. Students research newspapers for articles concerned with environmental and values.
- 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.?
  4. Could you name two ways to improve cleaning up the Lake?
  5. Do you think it is clean water you have helped save household water?
  6. Do you think it is clean water you have helped save household water?
  7. Is clean water important to you?
  8. Are you affiliated with any environmental organization?

Orientation
- Concept No.
- Environmental Values
- Family Living
- Personal and Family Relations

Behavioral Objectives

E.S.E. A. Title III - PROJECT I-C.E. 89-70-0135-4
<table>
<thead>
<tr>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTINUED OR ADDED LEARNING ACTIVITIES</td>
</tr>
</tbody>
</table>

### Publications:
- Penny's awareness materials
- "Community Action for Environmental Quality" U. Extension.

### Audiovisual:
- I Never Looked at it That Way Before, Guidance Associates.
- Garbage, ICE RMC.
- LSD Trip or Trap, BAVI.
- Values for Teenagers - The Choice is Yours, Guidance Associates.
- Diary of a Harlem Family, BAVI.
- The Way Back-Heroin, BAVI.
- Garbage, ICE RMC.

### Community:
- Guest speaker from the Ethnic minority groups and the effects on resources and development of community on environmental problems.

### In-Class:
- How have environmental problems changed your style of living?
- Record likes and dislikes for one week and/or rate twenty enjoyable activities, and analyze these lists in terms of values (ex. - I like)
- Write an essay on how your environmental values have changed from two years ago to the present and what influenced these changes.
- Students debate personal values vs. environmental values.
- Students watch "I Never Looked at it That Way Before" and discuss how personal values affect environmental issues.
- Students circularly respond to sentence completion problems on the environment.
- Students write to Congressman, people's forum, MR or TV action group to voice disapproval of environmental problems.

### Ex.:
- A young couple buying a cheap high phosphorus detergent
- A young couple buying a flash new car could be trying to improve their social status.
- Money and identity related values and class/status vs. environmental values.
- Values for Teenagers - The Choice is Yours, Guidance Associates.

### Audio-Visual:
- Garbage, ICE RMC.

### Doug La Follette's "Quarterly Wisconsin Survival" Handbook
- "Community Action for Environmental Quality" U. Extension.
Environmental: CONCEPT NO. 7 - Land Use

OUTDOOR RECREATION

SUBSTANTIVE AREA

integrated with:

UNIFYING AREA

Personal & Family Relations

BEHAVIORAL OBJECTIVES

STUDENT CENTERED LEARNING ACTIVITIES

Cognitive:

The student analyzes interrelationship of family leisure time and land use.

Skills Used:

1. Working in a group
2. Three dimensional illustrations
3. Editorial writing

ALTERNATIVE ACT: Presentation to sociology or psychology class.

of five or six students.

paragraph sequence by group

discussions to put into logical

paragraph. Remainder of class

students compose introductory

Land for Leisure activities.

Based on their observations,

C. Wood (plant).

times. EX. - Yoga; judo.

C. Each leisure time activities.

B. Special interest from YM or YM.

A. Summer recreation directors.

Outside or Community:

In-Class:

L. List family leisure time activities that do not abuse the land.

C. Based on their observations.

M. Made up of animal intestine.

B. Make showcase to display re-

A. Tennis racket

The student analyzes inter-

Relationship of family leisure time and land use.

ALTERNATIVE ACT:

Presentation to sociology or psychology class.

A. Summer recreation directors.

B. Special interest from YM or YM.

The student analyzes inter-

Relationship of family leisure time and land use.

ALTERNATIVE ACT:

Presentation to sociology or psychology class.

A. Summer recreation directors.

B. Special interest from YM or YM.
<table>
<thead>
<tr>
<th>Community:</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>

| Audio-Visual: | Wisconsin Recreational Resources, BAVI, #4852, $5.00. |
(continued)

The student analyzes the family ecosystem and how it affects other ecosystems.

- Family ecosystem to other ecosystems
- Typical interaction in the family ecosystem
- Interaction with members of the family

1. Interview with members of a national disaster
2. North Dakota floods
3. Hurricane
4. Pandemic disease
5. Climate
6. County
7. Urban
8. Neighborhood
9. Family

Defining
Relating
Dramatic illustrations
Verbal communications

4. Verbal communications
3. Dramatic illustrations
2. Relating
1. Defining

Skills Used:
- Defining
- Relating
- Dramatic illustrations
- Verbal communications

In-Class:
A. Define needs (individual family)
B. Tape (audio) a hypothetical interview with members of families of a national disaster and how it affects the many ecosystems.
C. Relate family ecosystem to other ecosystems.
D. Write and act out plays showing typical interaction in the family ecosystem.
E. Make bulletin board showing typical family needs.

Outside of Community:
A. Guest speaker from social services to speak on different family ecosystems.
B. Guest speaker from community planning to speak on different community needs.

The student analyzes the family ecosystem and how it affects other ecosystems.

The student believes in the importance of a balanced ecosystem and its interrelationships with other ecosystems.

Cognitive
Outside or Community
In-Class
SUBSTANTIVE AREA
Family Living
PERSONAL & FAMILY RELATIONS

STUDENT-CENTERED LEARNING ACTIVITIES

BEHAVIORAL OBJECTIVES
Orientation
Concept No.
Integration
Environmental
CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- Married Life, Riker and Brisbane, ICE RMC.
- Life magazine, May, 1972, on 50-50 contract.
- Life magazine, Communes.
- "Open Marriage," Psychology Today.
- "Married Life," Riker and Brisbane.

Audio-Visual:
- This Charming Couple, BAVI.
- Families, BAVI, #7898, 54.75.

Community:
- Community Planning Commission.
- Social Services Department.
- Community Planning Commission.

In-Class (continued):
- Trace family tree to discover community interaction.
  - Nuclear
  - Monogamy
  - Polyandry
  - Matriarchial
  - Patrarchial
  - Open contract
  - Polygamy
  - Extended
  - Communes
- Investigate various types of family structures.

SUGGESTED RESOURCES
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Student-Centered Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong></td>
<td><strong>Outside of Community:</strong></td>
</tr>
<tr>
<td>Analyzes effects of family interactions on mental health.</td>
<td>Field trip and/or guest speaker from Community Service Center and County Hospital.</td>
</tr>
<tr>
<td>A. Buzz session to identify types of family interactions.</td>
<td>B. Dramatize and/or role play.</td>
</tr>
<tr>
<td>Discusses influence of various family relationships on mental well-being.</td>
<td>C. Dissect role of family interactions and behaviors on mental health.</td>
</tr>
<tr>
<td>Discusses influence of various family members' involvement.</td>
<td>D. Analyzes possible effects of various family situations on mental health.</td>
</tr>
<tr>
<td><strong>Affective:</strong></td>
<td><strong>In-Class:</strong></td>
</tr>
<tr>
<td>Values types of family members.</td>
<td>A. Field trip and/or guest speaker from Community Service Center and County Hospital.</td>
</tr>
<tr>
<td>Discusses the effects of family members on mental health.</td>
<td>B. Drama session to identify how the family affects mental health.</td>
</tr>
<tr>
<td>Discusses the effects of family members on mental health.</td>
<td>C. Discussion on the role of family interactions.</td>
</tr>
<tr>
<td><strong>Skill Used:</strong></td>
<td><strong>Skills Used:</strong></td>
</tr>
<tr>
<td>Communication between family members.</td>
<td>Social analysis.</td>
</tr>
<tr>
<td>Identification of problem areas in the family.</td>
<td>Self analysis.</td>
</tr>
<tr>
<td>Identification of problem areas in the family.</td>
<td>Identifying the role of family members.</td>
</tr>
<tr>
<td>Identification of problem areas in the family.</td>
<td>Identifying the role of family members.</td>
</tr>
<tr>
<td>Discussion.</td>
<td>Role play.</td>
</tr>
<tr>
<td>Dramatization.</td>
<td>Role play.</td>
</tr>
<tr>
<td>Graphic illustration.</td>
<td>Role play.</td>
</tr>
</tbody>
</table>

**Environmental Concept No. 2 - Ecosystem Orientation**

- Integrated with: Human Growth & Development
- Integrated with: Family Living
In-class:

1. Relate personal behavior patterns to factors affecting mental health.

2. Analyze how own behavior patterns affect individual mental health.

3. Define behavior patterns:
   - Pessimistic
   - Optimistic
   - Endomorph
   - Exomorph
   - Mesomorph

4. Develop scrap book and/or bulletin board illustrating goals and values that促进 good mental health.

5. Write related values that would enhance good mental health. Write related values that would promote mental health.

Continued (continued):

<table>
<thead>
<tr>
<th>Goals</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Money</td>
</tr>
<tr>
<td>College degree</td>
<td>Status</td>
</tr>
</tbody>
</table>

Audio-Visual:

- BAVI #7256: Nature is for People
- BAVI #7326: Don't Crowd Me
- BAVI #7628: Married Life, Richer a Bride, DeSmale, Psychology Today, Magazine
- Dr. Norman Vincent Peale, Power of Positive Thinking

Publications:

- Power of Positive Thinking, Dr. Norman Vincent Peale.
- Psychology Today, Magazine.
- Married Life, Richer a Bride, DeSmale, Psychology Today, Magazine.
- Dr. Norman Vincent Peale, Power of Positive Thinking.
Marriage is an Ecosystem

Integrated with:

UNIFYING AREA

Personal & Family Relations

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

-C. Students role play situations

A. Define ecosystem. Students

-2. Non-verbal

B. Students research and discuss

-4. Tone of voice

A. Minister or priest to talk

Outside or Community:

Skills Used:

1. Brainstorming

2. Researching

3. Discussing

4. Role playing

A. Define ecosystem.

B. Students brainstorm on methods of communicating

C. Students role play situations

1. Listen to "Are you Listening?" (audio tape)

The Student acquaints himself with communication theories

The student will comprehend that good communications help form marital interaction and so an ecosystem.

Affective:

-C. Social worker to talk about the importance of communication in marriage.

B. Students role play situations

1. Verbalized

2. Non-verbal

A. Minister or priest to talk about typical communication problems he sees in the couples he works with.

B. Social worker to talk about typical communication problems he sees in the couples he works with.

C. Students role play situations

1. Listen to "Are you Listening?" (audio tape)

The student will comprehend that good communications help form marital interaction.

or

Social worker to talk about the importance of communication in marriage.

Speech teacher to talk about interpreting gestures, voice tones, etc.

The student will comprehend that good communications help form marital interaction.
### Publications:
- Psychology Today, magazine.

### AudioVisual:
- Are You Listening, (video-tape)
- J. C. Penney.
- And They Lived Happily Ever After, film, Guidance Assoc.

### Community:
- Local Division of Family Services.
- Minister.
- Priest.
- Speech teacher.
  - Social worker.

### In-Class:
- **C.** Students act out situation in which mother allows daughter to have the car to go shopping without consulting father and obviously is perturbed.

- **D.** Students act out situation in which husband and wife argue over responsibilities in relation to garbage disposal.

### E. students and teacher establish parallels between biological and family ecosystem.

1. **Example:** Variety and Diversity
   - Variety of plants in forest keeps forest strong and varied.

2. **Interdependence and Dependency**
   - Food chain interdependent in nature. Mother and child interdependent in family, Mother must appeal to child mentally, child has the responsibility to listen and understand family. Child must appeal to mother mentally.

3. **Change and Adaptability**
   - Nature (evolution) is changing to survive life, death, growth.

4. **Anticipation**
   - Emotionally child has the responsibility to listen and understand family. Child must appeal to mother mentally.

5. **Strength and Interests**
   - Nature of community in the family keeps the family strong and interesting.

### Publications:
- Psychology Today, magazine.

### Audio Visual:
- Are You Listening, (video-tape)
Environmental: CONCEPT NO. 11 - Individual Acts

**ORIENTATION**
Over-population vs. Family Planning

**UNIFYING AREA**
Human Growth & Development

**INTEGRATED WITH:**
UNIFYING AREA
Family Living

**BEHAVIORAL OBJECTIVES**

**STUDENT-CENTERED LEARNING ACTIVITIES**

**Cognitive:**

- Analyzes relationship of individual acts related to family planning and environmental alterations.

**Skills Used:**
1. Identifies outside agencies and resources that might help family.
2. Supports opinions and resources.

**Emotional:**

- Forms a judgment concerning responsibility of determining family size.

**Skills Used:**
1. Identifies outside agencies and resources that might help family.
2. Supports opinions and resources.

**In-Class:**

**Outside or Community:**

**A.** Collect and read related newspaper and magazine articles concerning family planning and over-population.

**B.** Discuss environmental alterations as affected by over-population.

**C.** View and 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.

1. Students set up possible future laws (Ex. - taxing future laws on children, more than two children, sterilization after five children).

**F.** Identify position on continuum related to family size.

Students set up possible future laws (Ex. - taxing future laws on children, more than two children, sterilization after five children).

**Skills Used:**
1. Critical thinking techniques
2. Draw conclusions
3. Supports opinions
4. Identifies outside agencies and resources that might help family.
5. Identify position on continuum

**Skills Used:**
1. Critical thinking techniques
2. Draw conclusions
3. Supports opinions
4. Identifies outside agencies and resources that might help family.
5. Identify position on continuum
Publications:
- On The Beach, Public Library.
- Population Bomb, Paul Erlich.
- Brave New World, Audous Huxley.
- 1984, George Orwell.

AudioVisual:
- Family Planning, BAVI, ICE RMC.
- The Committee, (abortion) Diocesan Education Office.
- Population Patterns In U.S., BAVI, #1581.
- Population Problems in U.S.A.
- Seeds of Change, BAVI, #6947.
- Standing Room Only, BAVI, #6947.
- Challenge to Mankind, BAVI, #0330.
- Penny's Series on Values Population Statistics, ICE RMC.
- Population Friends, ICE RMC.
- Human Ecology, ICE RMC.
- Population Trends, ICE RMC.
- Penny's Series on Values Challenge to Mankind, BAVI, #0330.

Class:
- Write an essay on individual responsibility for possible environment.
- Develop a project taking into consideration the above concepts.
- Research effects of spacing children, i.e., physical and social.
- Conduct opinion poll of students, young marrieds, recent graduates, we now have.
- Discuss effects of family planning on environment.

In-Class (continued):

Visit local family planning clinic.

Community:

- Human Ecology, ICE RMC.
- Population Trends, ICE RMC.
- Population Statistics, ICE RMC.
- Penny's Series on Values Challenge to Mankind, BAVI, #0330.
- Family Planning, BAVI, ICE RMC.
- Population Patterns In U.S.
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- Human Ecology, ICE RMC.
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1984, George Orwell
- Brave New World, Audous Huxley.
- Population Bomb, Paul Erlich.
- On The Beach, Public Library.
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<td>Student-Centered Learning Activities</td>
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<tr>
<td><strong>Cognitive</strong></td>
</tr>
<tr>
<td>1. Listing</td>
</tr>
<tr>
<td>2. Dramatics</td>
</tr>
<tr>
<td>3. Discussion</td>
</tr>
<tr>
<td>4. Computations</td>
</tr>
</tbody>
</table>

**Family Living**

- Water Quality

**Human Growth & Development**

- Water

**Concept No.**

- 4 - Water

**Integrated with:**

- UNIFYING AREA
  - Water Quality

---

**SUBSTANTIVE AREA**

- Environment

---

**Orientation**

- UNIFYING AREA
- Family Living

---

**STUDENT CENTERED LEARNING ACTIVITIES**

- In-Class
  - A. Students list or make bulletin board listing water uses essential for living (Ex. - bathing, drinking, food preparation, maintaining body functions, etc.).
  - B. Students calculate how much water a typical family of four need for a day.
  - C. Students record how much pure water their own family uses in one day (washing machine, food preparation, hygiene). 
  - D. Students view and discuss film, City Water Supply, to understand water sources and water pollution problems and/or local water source and local water pollution problems.
  - E. Local speaker to talk on local water supply, to understand water sources, and water pollution problems.
  - F. Students write proverbs, daffy-nichols, Confucius say, or illustrate cartoons on ways to conserve pure water and combat the water pollution problem.

- Outside or Community
  - A. Biology teacher to talk about water needed for body function.
  - B. Sewage disposal plant trip to lake, river, etc.
  - C. Student's collection how much water a typical family of four need for a day.
  - D. Dietician or nurse to speak on pure water as an essential natural resource for human growth and child development.
  - E. Local speaker to talk on local water source and local water pollution problems and/or local dietician or nurse to talk on pure water in relation to health.
  - F. Local speaker to talk on local water source and local water pollution problems and/or local dietician or nurse to talk on pure water in relation to health.
  - G. Biology teacher to talk about water needed for body function.

---

**Skills Used:**

- 1. Listing
- 2. Dramatics
- 3. Discussion
- 4. Computations
SUGGESTED RESOURCES
CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- Water Pollution: Kit 12, ICE RMC.
- Water for Farm & City, #4816, BAVI.
- City Water Supply, #4933, BAVI.
- Water Around Us, #2903, BAVI.

Audio-Visual:
- Water Pollution and You, Wisconsin University County Extension.
- Water Pollution and You, Wisconsin Free Consumer Product Information.
- What You Can Do About Water Pollution.
- Clean Water — It’s Up to You.
- So You’re Going to the Beach,

Posters, ICE RMC.

Publications:
<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Health</strong></td>
<td><strong>Integrating Area</strong></td>
</tr>
<tr>
<td><strong>Human Growth &amp; Development</strong></td>
<td><strong>Environmental</strong></td>
</tr>
<tr>
<td><strong>SUBSTANTIVE AREA</strong></td>
<td><strong>CONCEPT NO. 5 - Air Quality</strong></td>
</tr>
</tbody>
</table>

### Little Independent Learning Activities

- **Skills Used:**
  - 1. Finding substitutes for products or practices that pollute the air.
  - 2. Practicing methods of clean air control.

### Cognitively

- **Affective:**
  - Assume responsibilities for controlling air pollution.
  - Writing
  - Collecting
  - Interviewing
  - Reading
  - Discussing

### In-Class

- **A.** Buzz groups to identify air pollutants.
  - 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.
  - 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.
- **G.** Write an analysis of effects of air pollution on health of family members. Discuss written analysis; write class article for school newspaper.

### Outside or Community

- **Skills Used:**
  - 1. Finding substitutes for products or practices that pollute the air.
  - 2. Practicing methods of clean air control.

- **Affective:**
  - Assume responsibilities for controlling air pollution.
  - Writing
  - Collecting
  - Interviewing
  - Reading
  - Discussing

- **C.** Total Comfort Control: Guest speaker from U. W. Extension Agricultural Extension agent to discuss relationship of clean air to growth.
- **A.** Guest speaker: Rep. from Wisconsin Public Service "Total Comfort Control" and Poor Air Control. Practicing Satisfaction.
- **C.** Tour of industries to industries practicing satisfactory air pollution control.

### Orientation

- **Air Quality**
  - Concept No. 5 - Air Quality
  - Air

### Student-Centered Learning Activities

- **A.** Buzz groups to identify air pollutants.
  - 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.
  - 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.
- **G.** Write an analysis of effects of air pollution on health of family members. Discuss written analysis; write class article for school newspaper.

(Continued)
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<thead>
<tr>
<th><strong>SUGGESTED RESOURCES</strong></th>
<th><strong>CONTINUED OR ADDED LEARNING ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications:</td>
<td>In-Class: (Continued)</td>
</tr>
<tr>
<td>Shadows Over the Land,</td>
<td>Collect newspaper articles citing problems of air pollution, i.e., case examples of killer smog in Los Angeles.</td>
</tr>
<tr>
<td>Good Housekeeping,</td>
<td>Identify problems relating to air pollution.</td>
</tr>
<tr>
<td>March, 1972, J. J. McCoy.</td>
<td>Identify industrial polluters after taking field trip.</td>
</tr>
<tr>
<td>Air Pollution and You,</td>
<td>Identify home equipment and practices that contribute to supply of clean air.</td>
</tr>
<tr>
<td>Circular 676, April,</td>
<td></td>
</tr>
<tr>
<td>Pollution: What Extension Can Do About It.</td>
<td></td>
</tr>
<tr>
<td>Take Three Giant Steps to Clean Air, Environmental Health Service USDHEW, 1969.</td>
<td></td>
</tr>
<tr>
<td>Audio—Visual:</td>
<td></td>
</tr>
<tr>
<td>Filmstrips:</td>
<td></td>
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<tr>
<td>Environmental Crisis -</td>
<td></td>
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<tr>
<td>What the Individual Can Do, Man and His Environment, ICE RMC.</td>
<td></td>
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<tr>
<td>Films:</td>
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<tr>
<td>Poisoned Air, 6576-6777, BAVI.</td>
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<tr>
<td>Air Pollution, #0678, BAVI.</td>
<td></td>
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<tr>
<td>Man's Impact on His Environment, #2996, BAVI.</td>
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<tr>
<td>Smog-Simulation game, ICE RMC.</td>
<td></td>
</tr>
<tr>
<td>Community:</td>
<td></td>
</tr>
<tr>
<td>Write to members of the industrial community about curbing pollution. Ext. Service USDA.</td>
<td></td>
</tr>
</tbody>
</table>
### Concept Orientation

**Noise Pollution**

**Integradon with:**

- Management of Personal and Family Resources
- Substantive Area: Family Living

### Behavioral Objectives

#### Student-Centered Learning Activities

<table>
<thead>
<tr>
<th>In-Class</th>
<th>Outside or Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognitive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of various noise levels on human behavior</td>
</tr>
<tr>
<td>Knowledge of noise pollution causes and effects</td>
</tr>
<tr>
<td>Ability to classify and identify sources of noise</td>
</tr>
</tbody>
</table>

**Skills Used:**

1. Observing
2. Classifying
3. Role playing

**In-Class:**

- Students write an essay on their role in controlling noise level.

**Outside or Community:**

- Students spend a class period outside and write down various noises they hear.
- Add to list other common noises.
- Students listen and identify noises on pre-recorded audio tape.
- Classify noises (transportation, industry, economic, entertainment).
- Students role play ways the family could lessen noise in everyday living (e.g., family could wear noise-reducing headphones).
- Students write a paper on their responsibility for lowering noise level.

**Affective:**

- Students accept responsibility for decreasing personal noise pollution.

**Skills Used:**

- Environmental specialist
- Industrialist
- Housewife

**Orientation:**

- Land Use
- Environmental

**Concept No.**

- 7
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

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.
- Quest for Quiet, Public Relations Dept., #7628, $6.00.
- Film: Don't Crowd Me, BVI.

Audio-Visual:

- or CESA 9, Project I-C-E.
- 1315 North, Fort Meyer Dr.,
- Air Conditioning-Refrigeration Institute
- Quest for Quiet, Public Relations Dept.
- Film: Don't Crowd Me, BVI.
Environmental:

<table>
<thead>
<tr>
<th>Concept No.</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-population</td>
<td>3 - Carrying Capacity</td>
</tr>
</tbody>
</table>

**UNIFYING AREA**

Human Growth & Development

**SUBSTANTIVE AREA**

Child Development

**BEHAVIORAL OBJECTIVES**

**STUDENT-CENTERED LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>A. Define and discuss &quot;carrying capacity.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Define and discuss &quot;carrying capacity.&quot;</td>
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<table>
<thead>
<tr>
<th>Affective</th>
<th>B. Guest speaker from Planned Parenthood.</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining</td>
</tr>
<tr>
<td>2. Mapping</td>
</tr>
<tr>
<td>3. Writing</td>
</tr>
<tr>
<td>4. Reading</td>
</tr>
<tr>
<td>5. Writing</td>
</tr>
<tr>
<td>6. Creating games</td>
</tr>
<tr>
<td>7. Playing games</td>
</tr>
</tbody>
</table>

**In-Class**

- Define and discuss "carrying capacity.
- Students trace world, country, state, and city maps and color in terms of population density.
- Students write and read to class stories about living in a crowded world. (Ex. - living in a high-rise, one-room, efficiency apartment.)
- Students create and play game (room, efficiency apartment.)

**Outside or Community**

- A. Guest speaker from Planned Parenthood.
- B. Guest speaker from "Planned Parenthood."
- C. Students view and discuss filmstrips, population statistics, family planning, and migration patterns and the environmental carrying capacity of population growth and issues.
- D. Students trace world, country, state, and city maps and color in terms of population density.
- E. Students write and read to class stories about living in a crowded world. (Ex. - living in a high-rise, one-room, efficiency apartment.)
- F. Just choose foods they want. In crowded areas, they walk over supermarket and in over to crowded areas, they drive to super market and in uncrowded areas, they make situa tion.
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- Population Bombs by Ehrlich
- Expo '67 Halibut pamphlet
- 1984 by George Orwell
- Brave New World by Aldous Huxley
- Population Trends
- Population Statistics
- Family Planning
- ICE AMC

Audio-Visual:
- ICE

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Environmental Safety

Integrated with:

UNIFYING AREA

Human Growth & Development

CONCEPT NO. 9 - Management ORIENTATION

Environmental Safety

BEHAVIORAL OBJECTIVES

Cognitive:

Applies principles of safety and first aid to manage, manipulate and/or change the family or home environment.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Students look around home, Home Ed. area, school or on way to school for safety hazards. Picture call-stress safety principles.

B. Instructors of fire, Red Cross or first aid nurse, P.D., teacher, health nurse, school nurse, speakers such as public department.

C. Students design posters illustrating safety slogans for school safety campaign. (Ex. - Water skiing is fun but not in the school hallway. Picture)

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

E. Post-test - using index cards

F. Have local fire depart. personnel give presentation on basic first aid techniques.

G. Have local Fire depart. personnel give presentation on basic first aid techniques. Students, reciteing one card at a time, state the treatment. Pass both sets of index cards one set with the injury, the second set with the treatment. Press both sets with the injury. The second set with the injury. The second set with the injury. The second set with the injury. The second set with the injury.

H. Test re-familiarize with principles.

Outside or Community:

A. Students look around home, Home Ed. area, school or on way to school for safety hazards. Picture call-stress safety principles.

B. Students design posters illustrating safety slogans for school safety campaign. (Ex. - Water skiing is fun but not in the school hallway. Picture)

C. Students research and practice first aid techniques on each other.

D. Students research and practice first aid techniques.

E. Students research and practice first aid techniques.

F. Students research and practice first aid techniques.

G. Students research and practice first aid techniques.

H. Students research and practice first aid techniques.

Skills Used:

1. First aid techniques

2. Dramatization

3. Observation

4. Graphic illustration

5. Research

6. Listening

RELATING CONCEPTS AND ORATIONAL CONCEPTS

ORIENTATION

Environmental Safety

9 - Management

CONCEPT NO.
SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:
- First Aid for the Family, Metropolitan Life Insurance Company.
- Sidewalk Vehicles, National Safety Council.
- Playground Apparatus, National Safety Council.
- Beware the Hazard You Can’t See, Life Insurance Company.
- First Aid for the Family, Metropolitan Life Insurance Company.

Audio-Visual:
- Stitch in Time, film, Sears, Roebuck Foundation, c/o Cornell University.
- Incredible Journey, Sinclair Oil Co., c/o Cornell University.

Community:
- Same address as above.
Environmental:

CONCEPT NO. 2 - Ecosystem Disease Control

INTEGRATED WITH:

UNIFYING AREA

HUMAN GROWTH & DEVELOPMENT

SUBSTANTIVE AREA

CHILD DEVELOPMENT

BEHAVIORAL OBJECTIVES

STUDENT-CENTRED LEARNING ACTIVITIES

Cognitive:

Analyze interrelationship of disease, causes of disease, disease control, and the environmental ecosystem.

Affective:

Form judgments as to personal responsibilities for the control of disease.

Suggested Used:

1. Identify communicable diseases
2. Discussion
3. Research
4. Diagramming

In-Class:

Diagram the cycle and report.

1. How prevented?
2. Length of title
3. Breeding ground and trace its cycle to determine

C. Each student research a disease
Reading, write on board.

Small group brainstorming and

5. Animals
4. Plants
3. Water
2. Air
1. Man

Breeding ground

The carrier:

B. Classify communicable diseases according to source from the FAA.

A. Identify communicable disease

Class dis-

A. Define communicable disease

B. Local rehab. counselor or someone

health nurse, doctor,

Speakers such as public

B. Local rehab. counselor or someone

health nurse, doctor,

Public Health Nurse, Doctor, Dietician, or someone

outside local rehab. counselor or someone

health nurse, doctor,

Public Health Nurse, Doctor, Dietician, or someone

outside local rehab. counselor or someone

health nurse, doctor,

Public Health Nurse, Doctor, Dietician, or someone

outside local rehab. counselor or someone

health nurse, doctor,
Publications:

- Facts About Health Quackery.
- Agriculture, 1966.
- Public Health Programs.
- Counter-Attack, Parke, Davis & Co.
- Improving America's Health.
- Rat Problem, BAVI.
- The Careless Ones, Sterling.
- Improving Health, Disease and Control, BAVI.
- Body Defenses Against Disease, BAVI.

Audio-Visual:

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

Continued OR Added Learning Activities

<table>
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<th>Resources</th>
<th>Suggested Resources</th>
</tr>
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<tbody>
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</tbody>
</table>
Environmeritat:

CONCEPT NO.

6 - Resources

Resource Allocation

Integrated with:

UNIFYING AREA

Human Growth & Development

SUBSTANTIVE AREA

Child Development

BEHAVIORAL OBJECTIVES;

LI,

Cognitive:

Comprehends the effect that resources have on child rearing practices in different areas of the world.

Affective:

Appreciates the effect resources have on child rearing practices in different areas of the world.

Skills Used:

1. Researching
2. Reporting
3. Classifying
4. Discussing
5. Story building

In-Class:

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 what children do during the day.

B. Students classify and discuss groups such as matriarchal, patriarchal, authoritarian, egalitarian, adult-centered, child-centered, democratic, etc.

C. Student story building.

D. Invite speaker from local Division of Family Services to speak or the role social, ethnic or economic conditions play in child rearing practices.

Outside or Community:

A. Representative from the Division of Family Services to speak or the role social, ethnic or economic conditions play in child rearing practices.

B. Student interview work to explain the effect the resources available have on child rearing practices in different areas of the world and relate people in the world and relate reports on child rearing practices of different groups of people in the world.
SUGGESTED RESOURCES

Continued or added learning activities

Publications:
The Developing Child text, Brisbane.
Childhood and Society, text, Erik Erikson.
Dibs, Local Library.
One Little Boy, Local Library.
The Story of Sandy, Local Library.

Audio-Visual:
BAVI #3384, Children of the Alps.
BAVI #0388, Children of China.
BAVI #0391, Children of Russia.
BAVI #0390, Children of Japan.
BAVI #0393, Children of Germany.

Community:
Day care supervisors.

Day care supervisor.

Strong ethnic background.

Local immigrants or those with a strong ethnic background.

Local immigrants or those with a strong ethnic background.

University Extension, Univ. of Illinois, Champaign, Illinois.
Integrated with:

Environmental: Concept No.

Orientation

Environmental Design

UNIFYING AREA

Personal & Family Relations

Child Development

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

Behavioral Objectives

Analyzes the effects family's carrying capacity has on child development and family relationships.

Skills Used:

1. Writing
2. Graphic Illustrations
3. Non-verbal Skills
4. Dramatics

In-Class:

A. Students exchange students talk.

B. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual, and emotional). Include factors that limit each type of growth.

C. Students write a letter from tenant family sizes.

D. Students write a letter from tenant family sizes, placing family in same basic resources but with different family sizes. Students act out simulations that limit growth because of available food, trees, and plants in a forest that limit growth.

Outside or Community:

A. AFS exchange students talk about their culture and child rearing practices. Students add to class discussion relating significant facts about the child rearing background and cultural ethnic background from their own background.

B. Students read to class discus this.

C. Students explain examples of environmental limitations of child growth (physical, social, emotional) as a type of instruction in child's total development.

D. Students write a letter from the standpoint of a teenager growing up in an environment showing up in a tenager the standpoint of a teenager growing up in an environment.

Skills Used:

1. Writing
2. Graphic Illustrations
3. Non-verbal Skills
4. Dramatics

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

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105
<table>
<thead>
<tr>
<th>SUGGESTED RESOURCES CONTINUED OR ADDED LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>

### Publications:
- *Childhood in Society*, Erik Erikson.
- *It's A Good Life For All People*, USDA, 1971 Yearbook of Agriculture.
- *Parents Magazine*, "The Developing Child" by Holly E. Brisbane.

### Audio-Visual:
- BAVI:
  - *Food, Clothing, and Shelter in Three Environments*.
  - *Standing Room Only*.
  - *Preface to Life*.
  - *Children's Emotions*.

### Community:
- *Children of Germany*.
- *Children of Fogo Island*.
- *Children of Japan*.
- *Children of the Alps*.
- *Children of Switzerland*.
- *Children of Germany*.
- *Children of the Alps*.
- *Preface to Life*.
- *Children's Emotions*.
- *Standing Room Only*.
- *Food, Clothing, and Shelter in Three Environments*.

### Mailable:
- AFS student.
- Social Studies teacher.
- Local or county social services.
- Public health nurse.
### Behavioral Objectives

**STUDENT-CENTERED LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>In-Class</th>
<th>Outside of Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrating Environmental and Attitudinal Development</strong></td>
<td></td>
</tr>
<tr>
<td>Analyzes environmental factors that influence a child's social and attitudinal development.</td>
<td></td>
</tr>
<tr>
<td>In-Class:</td>
<td></td>
</tr>
<tr>
<td>1. List types of social behavior for man.</td>
<td>A. Visit day nursery to observe social behavior and the influence of physical things and possessions on children.</td>
</tr>
<tr>
<td>2. List environmental factors that influence social behavior.</td>
<td>B. Students create children's games with recycled materials to enhance social interaction.</td>
</tr>
<tr>
<td>3. Students demonstrate and revise games in class.</td>
<td>C. Students interview neighborhood mothers on the effects of her child's association with others.</td>
</tr>
<tr>
<td>C. Social roles and responsibilities</td>
<td>D. Class develops an observation sheet for analyzing social behavior and reliance on material possessions.</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>A. Define social behavior.</td>
<td>A. Students define social behavior.</td>
</tr>
<tr>
<td>B. Hypothesis on board.</td>
<td>B. Students develop hypotheses.</td>
</tr>
<tr>
<td><strong>Affective</strong></td>
<td></td>
</tr>
<tr>
<td>1. Does your child play better with peers, others than when he is alone?</td>
<td>A. Visit community (e.g., playground, grocery store, etc.) to observe social behavior.</td>
</tr>
<tr>
<td>2. Does your child depend on material abundance when he is alone?</td>
<td>B. Making games.</td>
</tr>
<tr>
<td><strong>Skills Used:</strong></td>
<td>1. Observation, 2. Making games, 3. Interviewing.</td>
</tr>
</tbody>
</table>

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**Integrated with:**

- **Substantive Area:** Human Growth and Development
- **Unifying Area:** Values and Attitudes for man
- **Environmental Area:** Quality for man

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**For Further Exploration:**

- Environmental Quality for man
- Values and Attitudes for man
- Human Growth and Development

---

**Authors:**

- E. S. E. A. Title III - PROJECT 1-C-E 69-70-0135-A

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Publications:

Audio-Visual:
- Learning Basic Skills Through Music, Metropolitan Life.
- The Time of Growing, Children Without, BAV.

Community:
- Hal Turner, album.

In-Class (continued)
- F. Students make editorial newspaper (The ChildReporter) analyzing the effects of the environment on social behavior and/or make up stories relating social interaction from observing pictures of children.
- G. Children come to school for one day and students observe social behaviors and/or make up interaction games they made up.
- H. Panel discussion with different students responsible for different types of social behavior (shyness, aggressive, attention-seeking, etc.) and these behaviors relationship to material possessions.

1972:
- Press-gazette articles on children’s guide to play and playthings.
- FAO Children’s World.
<table>
<thead>
<tr>
<th>Environmental Quality for Men</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEHAVIORAL OBJECTIVES</strong></td>
</tr>
<tr>
<td><strong>Cognitive:</strong></td>
</tr>
<tr>
<td>Applies principles of</td>
</tr>
<tr>
<td>operating a day care center</td>
</tr>
<tr>
<td>to promote growth</td>
</tr>
<tr>
<td>of individual children</td>
</tr>
<tr>
<td>without infringing upon</td>
</tr>
<tr>
<td>rights of others.</td>
</tr>
<tr>
<td><strong>Affective:</strong></td>
</tr>
<tr>
<td>Assumes responsibility for</td>
</tr>
<tr>
<td>charge during nursery school</td>
</tr>
<tr>
<td>and in students' care</td>
</tr>
<tr>
<td><strong>Skills Used:</strong></td>
</tr>
<tr>
<td>In-class:</td>
</tr>
<tr>
<td>1. Planning</td>
</tr>
<tr>
<td>2. Evaluating</td>
</tr>
<tr>
<td>3. Reporting with children</td>
</tr>
<tr>
<td>4. Children's games and songs</td>
</tr>
<tr>
<td><strong>Outside or Community:</strong></td>
</tr>
<tr>
<td>1. Invite speaker to speak</td>
</tr>
<tr>
<td>on state regulations to</td>
</tr>
<tr>
<td>operate a day care center</td>
</tr>
<tr>
<td>(sample question)</td>
</tr>
<tr>
<td>1. If you were to open a day</td>
</tr>
<tr>
<td>care center, what types of</td>
</tr>
<tr>
<td>could you attend to?</td>
</tr>
<tr>
<td>2. If you were to operate a</td>
</tr>
<tr>
<td>day care center to identify</td>
</tr>
<tr>
<td>what might be state regulations</td>
</tr>
<tr>
<td>on state regulations to</td>
</tr>
<tr>
<td>3. Consult teacher ratios</td>
</tr>
<tr>
<td>4. Consult requirement book</td>
</tr>
<tr>
<td>5. If possible, make one copy</td>
</tr>
<tr>
<td>6. State regulations book</td>
</tr>
<tr>
<td>7. If state regulations book</td>
</tr>
<tr>
<td>8. State regulations book</td>
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<tr>
<td>9. State regulations book</td>
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<tr>
<td>10. State regulations book</td>
</tr>
</tbody>
</table>

**SUBSTANTIVE AREA**

Child Development

**INTEGRATED WITH**

Human Growth & Development

**CONCEPT NO.**

12 - Stewardship
### Suggested Resources

**Publications:**
- State Day Care Requirements, Division of Family Services, Courthouse

**AudioVisual:**
- Setting the Stage for Learning, BAVI.
- Teaching the 3's, 4's and 5's, Visual Aids Service, Division E of Univ. Ext., Champaign, Illinois (from same address as above)

### In-Class: (continued)

<table>
<thead>
<tr>
<th>Part I: Guiding Behavior and State Day Care Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss what children learn by each activity.</td>
</tr>
<tr>
<td>2. Ex. - Head, shoulders, knees and toes; child learns</td>
</tr>
<tr>
<td>children.</td>
</tr>
<tr>
<td>3. Discuss how children improve through play.</td>
</tr>
<tr>
<td>4. What evidence of social growth did you observe?</td>
</tr>
<tr>
<td>5. What three things did the children enjoy most?</td>
</tr>
<tr>
<td>6. What three things did you enjoy most?</td>
</tr>
</tbody>
</table>

### E. Students evaluate nursery school:

- Development, eye-hand coordination, socialization, language development, music
- Leg muscle development, language development, music

### 3. Activities for school should include opportunities for:
- a. Large group activity
- b. Small group activity
- c. Set-up
- d. Games, etc.
- e. Snack
- f. Rhythms
- g. Poetry

### Part II: Setting the Stage

#### Audio-Visual:

- Visual AIDS Service, Division E
- Teaching the 3's, 4's and 5's
- BAVI.

### Setting the Stage for Learning

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<tr>
<td>g. Poetry</td>
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### Part I: Guiding Behavior and State Day Care Requirements

| 1. Discuss what children learn by each activity. |
| 2. Ex. - Head, shoulders, knees and toes; child learns children. |
| 3. Discuss how children improve through play. |
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