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A Suggested Personal and Family Care Curriculum for the Vocational Skills Centers of the Special School District of St. Louis County

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Accepted by the faculty of the Department of Education,
Lindenwood College, in partial fulfillment of the requirements
for the Master of Arts in Educational Studies.

A Suggested Personal and Family Care Curriculum
for the Vocational Skills Centers of
the Special School District of St. Louis County

by

Ruth Elaine Hellweg

Completed in partial fulfillment of the
requirements for the Master of Arts in
Education degree.

Lindenwood College



Thesis
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1986

ABSTRACT

Accepted by the faculty of the Department of Education,
Lindenwood College, in partial fulfillment of the requirements
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Vocational Skills Center of the Special School District
St. Louis County is designed to provide an open and integrated
and approach to developing self-reliance and independence in the
activities of daily living. It is intended for use with
handicapped students of all ages including 14, 15, 16, 17,
and orthopedically handicapped
learners to pay attention. It is a self-paced curriculum, written
with measurable behavioral objectives to facilitate self-
education. Areas covered are grooming and hygiene, nutrition,
food preparation, first aid, basic health, safety, substance
abuse, human sexuality, family planning, practical home and
child care. The enabling activities are intended to promote
student involvement and many are community based thus giving the
student's exposure to real interaction with the general
population. Also included is a section of suggested resources
including pupil workbooks, films and filmstrips plus teachers
resources.

Nancy Bolette
Advisor

Gene Henderson
Reader

ABSTRACT

A Suggested Personal and Family Care Curriculum for the Vocational Skills Centers of the Special School District of St. Louis County is designed to provide an open entrance-open exit approach to developing skills for coping with specific activities of daily living. It is intended for use with handicapped students of all categories including BD, LD, MR, SH, and orthopedically handicapped and could be used with slow learners in any area. It is a task analyzed curriculum, written with measurable behavioral objectives to facilitate IEP formulation. Areas covered are grooming and hygiene, nutrition, food preparation, first aid, home health, safety, substance abuse, human sexuality, family plan/living, prenatal care and child care. The enabling activities are intended to promote student involvement and many are community based thus giving the students exposure to and interaction with the general population. Also included is a section of suggested resources including pupil workbooks, films and filmstrips plus teachers resources.

Rosemary T. Zorler, Supervisor Skill Center-teacher

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dealing with stress and problem solving, and help students develop skills, attitudes, values and beliefs needed to flourish in our society. The program is designed to help students become more informed in making decisions and to taking sound actions to improve the quality of their own health, as well as those of their family and community.

Chapter I

I. Rationale

The attainment and maintenance of effective levels of well-being is now accepted as a right in the United States, as well as in a number of other countries. Personal and family care education is education that aims at achieving this level of well-being by improving the quality of life and total health of individuals, families and communities. It is education for healthful living (physical, mental, and emotional). Facts, principles and concepts pertaining to healthful living constitute the body of knowledge, which encompasses basic information derived from the biological, behavioral, sociological, and health sciences.

Since many parents do not themselves possess the knowledge and awareness of current problems and health needs, the school can and must contribute to the efforts to alleviate these problems and to provide alternatives for fulfilling these needs. Learning experiences (including but not exclusive to needs for physical care, personal needs, social needs, emotional needs, structure and functioning of the body, relationships with others, coping with stress and problem solving) can help students develop skills, attitudes, values and beliefs needed to utilize information in making decisions and in taking sound actions to improve the quality of their own health, as well as those of their family and community.

There is no instant easy solution to the complex health problems of life. There is a growing belief that any further advances made in improving the nation's health and life style will not result from spectacular scientific achievements. Rather, they will result from personally initiated actions that are directly influenced by the individuals attitudes, values, beliefs, knowledge and skills. Personal and family care learning experiences should provide the student with skills to improve his or her well-being and life style by becoming a competent, self directed and appropriate user of health related information and services.

II. Introduction

The project undertaken by the writer was the completion of a Personal and Family Care Curriculum which could be implemented in the Vocational Skill Centers of the Special School District (SSD) of St. Louis County. These centers have as their stated purposes "the attainment of an appropriate level of employability for each student trained" and insurance of "successful and productive independent living."¹ They are "open entrance-open exit" programs and are partly funded through the Missouri Department of Elementary and Secondary Education-Department of Vocational Education.

Robert Huskey, SSD Assistant Superintendent, stated, in an interview, that prior to the opening of the centers an informal survey was conducted by the SSD Career Alternatives Program (CAP)

staff to determine: (1) the need for such centers, (2) possible program content, and (3) the population which might benefit from such centers. He reported the results of this survey as indicating: (1) the SSD job placement personnel were having difficulty placing handicapped students due to their lack of adequate training and their inexperience, as well as hesitancy of potential employers to undertake their training, (2) SSD personnel working with these students were of the opinion that trade or vocational training, by itself, would not be adequate for these students, (3) SSD personnel believed that some type of daily living skills curriculum should be considered for these students, and (4) over 400 handicapped students, then enrolled in SSD classes, might benefit from such a program. Mr. Huskey stated that, from 1972 through 1977, pilot programs designed to place these students into existing vocational-technical schools had been developed, however, due to the lack of qualified personnel and specialized equipment, these programs were unsuccessful.²

With the results of this survey as guidelines, a funding proposal was written by a Vocational Special Needs Steering Committee for SSD. In August of 1978, approval was received for the funding of two Vocational Skills Centers to be opened by the SSD in September of 1978 and to operate as pilot projects during the '78-'79 school year. The population of each of these centers was to be a maximum of 150 students, ages sixteen to twenty-one. Each center would serve students with many different handicapping conditions, including the educable mentally retarded, trainable

mentally retarded, orthopedically handicapped, learning disabled, behaviorally disabled, hearing impaired and visually handicapped.³

Also in August of 1978 staffs were selected for the Vocational Skills Centers and some of the staff members, including the writer, were charged with the task of developing curriculum for these centers. The only guidelines given were from the original survey and a requirement, included in the funding proposal, that this be a competency based curriculum.⁴

After reviewing existing curriculums, written for the non-handicapped student, the Vocational Skills Centers staff proposed additional guidelines. First, that the curriculum to be developed should be task analyzed and sequentially structured into components that would be consistent with an open entrance-open exit program. This would enable students, after pretesting, to be slotted into the curriculum at their current functioning level and to progress at their own rate. Secondly, that the curriculum goals and objectives be written as measurable or observable behaviors to facilitate I.E.P. development.

living" with the "purpose of changing health behavior favorably."⁵ Saker later suggested, "School health programs should help the children to become active participants and decision makers regarding their own health care."⁶ Zarrett expanded this concept by indicating, "Health education is the way to increase the individual's awareness, appreciation, understanding, motivation for action and skills necessary to evaluate his world and to enjoy life."⁷ In a variation on this

I. Review of Literature

The purpose of this segment is to organize a review of literature relevant to the effects, design and content of the proposed curriculum. Although the curriculum is entitled Personal and Family Care, the subjects to be covered are those usually included in health and safety curriculums, for the non-handicapped student population, and the writer found it necessary to go to these for relevant sources and then to adapt them for use in this curriculum.

Harnett indicated that health education is "the translation of what is known about health into desirable individual and community behavior patterns by means of the educational process."⁵ Several other authors have dealt with the concept of health education as a medium for changing behavior and improving life styles. As early as 1965 an NEA and AMA Joint Committee defined health education as "education for healthful living" with the "purpose of changing health behavior favorably."⁶ Nader later suggested, "School health programs should help the children to become active participants and decision makers regarding their own health care."⁶ Barnett expanded this concept by indicating, "Health education is the way to increase the individual's awareness, appreciation, understanding, motivation for action and skills necessary to maintain his world and to enjoy life."⁷ In a variation on this

theme, the New York State's Health Education for Special Children: Senior High EMR stated that one goal of health education should be, "Acquiring an understanding that the goals of good health result from individual practices and maintenance of those mental, physical, and social habits selected as desirable and good by society and by the individual."⁸ More recently Vincent and Gallagher, addressing the role of health education, wrote, "Recent guidelines from the Bureau of Health Education, Office of Health Information and Promotion, Office of Comprehensive School Health Education and the National Center for Health Education all tend to agree that health education programs, regardless of origin, must result in knowledge acquisition, attitudinal intentions and the achievement (and confirmed evaluation) of behavioral changes."⁹ Meanwhile Hammick, Anspaugh and Smith indicated, "The discrepancy between personal health behavior and general health knowledge is one of the most publicized and best documented dilemmas in the field of health education . . . the health behavior of Americans has not been consistent with their knowledge." To remedy this discrepancy they suggested that, "Improving health behavior through decision making approaches is both a legitimate and an important goal of health education."¹⁰ Higgins, Price and Dunn expanded this theme by averring, "Potential gains in health status are far greater from modification of lifestyle than from advances in medical science"¹¹ and charged, "Health Education is the foundation which must build responsible health behavior."¹² In addition to these Ensor and Means, Crase and

Hamrick, Castile and Jerrick and Bolag are but a few of the others who have discussed the value of health education in terms of influencing behavior.¹³

Closely allied to the concept of health education as a motivator for behavioral changes is the question of the effectiveness of health education. This question has been addressed by much of the research that has been conducted in the health education field. Note the quote from Hammick, Anspaugh and Smith above. Studies have been conducted, either by administering a comprehensive test of general health knowledge, or by conducting limited research as to the effectiveness of a specific curriculum in one area of health education, i.e., dental health, nutrition, etc. Using the Kilander-Leech Health Knowledge test Conley and Jackson, Washinik, Sleepceovich, and Campbell have all studied either high school seniors or entering college freshmen in attempting to assess the success of health education. Their findings indicated that general health knowledge was poor in these populations despite elementary and high school health education.¹⁴

Studies about specific curriculum and their effectiveness have shown a disparity of results. Casper, Hayslip and Force studied nutritional education, using fifth grade students, and indicated no significant changes in dietary intake after exposure to nutrition education.¹⁵ Mullholland studied decreased plaque on the teeth of students in one elementary school and reported a decrease in plaque scores, measured by dentist, after dental health was taught.¹⁶ Dennison indicated an improved knowledge

of cardiovascular disease after health instruction and generalized these results to postulate that, "C.V. health education will assist in the reduction of morbidity and mortality of other diseases."¹⁷ Jerrick, Janes and Price report scattered results in studies undertaken to assess the effectiveness of health education.¹⁸ In related literature Kreuter and Greer called for educational researchers to, "establish evaluative research activities, addressed to behavioral and health effects, to demonstrate the relationship between health in the school and benefits expected."¹⁹ However, Saylor and Alexander asserted, "It is the learner himself who must finally embrace or reject the opportunities his school curriculum presents."²⁰

II. Health Curriculum Design

Regarding guidelines for curriculum writing, Saylor and Alexander suggested that teachers should participate in any curriculum designing endeavor since they will be the ones primarily responsible for implementing them. In addition they stated that persons who perceive curriculum planning as a function of the state or school district are failing to recognize the "integral relationship of curriculum designing to implementation."²¹ Pruitt reinforced this when he wrote, "A fully developed and implemented curriculum guide is not something that can be 'written' by one person. The most successful curriculum developer is one who capitalizes on the energy and

drive of those who, for one reason or another, have an interest in the curriculum."²²

Saylor and Alexander contended curriculums should be designed for individual needs and interests and gave these guidelines for designing such curriculums:

1. Specific needs and interests, of the population to be served, are diagnosed.
2. Provisions for development and modification are built in to provide flexibility in conforming to needs and interests.
3. Instruction is individualized at appropriate points, after consulting the learner.²³

Atkins reinforced the need for teacher involvement and suggested this outline for curriculum design: "(1) statement of goals, (2) specific objectives-in measurable terms, (3) guidelines for content selection, (4) content arranged in order of difficulty, (5) suggested learning activities and (6) evaluation." He recognizes the difficulty in matching materials to objectives and realizes that, "For some objectives, data generated by the teacher and/or the student is the best and often the only sources of instruction to be considered."²⁴

III. Health Curriculum Content

Another matter of controversy was the content of the health education curriculums. In 1962 Kilander included the following major areas of health education in his study of content, methods and materials: (1) personal health, (2) nutrition, (3) community health and sanitation, (4) consumer health, (5) mental and emotional health, (6) stimulants and depressants, (7) family

living, (8) safety, (9) first aid, (10) home nursing and (11) drivers education.²⁵ Although more recent curriculums expand many of these areas and place drivers education in a separate independent unit, they still tend to fall within these guidelines. One example of this is the Connecticut State Board Curriculum Guide for Health and Safety published in 1981. They listed the contents of a health instruction program as:

(1) community and environmental health, (2) consumer health, (3) disease prevention, (4) family life education, (5) first aid and emergency procedures, (6) the human body—growth and development, (7) mental health, (8) human relations and value awareness, (9) nutrition, (10) personal health and fitness, (11) safety and accident prevention and (12) substance use and abuse.²⁶

As early as 1975 Leviton asserted that, "Some of us feel that health education should be concerned with more important matters than washing ones hands after using the lavatory. Such areas relating to human death and dying, human sexuality, ecology, wars, parent education and child rearing, hunger and poverty and self actualization are felt to be of greater priority."²⁷ In an expansion of this concept Allanson wrote, "Considerable emphasis (should be) on learning experiences which help students:

1. Recognize, cope with and reduce harmful stress.
2. Develop self discipline.
3. Cope with undesirable peer pressure.
4. Build positive self concepts and self esteem.
5. Understand human rights and develop self responsibility.
6. Think critically and develop decision making skills.
7. Clarify personal ethics.
8. Develop both short and long range life goals.
9. Use school and community resources more effectively."²⁸

Concerning curriculum content for the handicapped, Falck considered it as being responsible for helping them "learn specific social skills so that employers will want to hire them;"²⁹ while Bolin contended that it should teach skills "essential for a person to function adequately and independently as a citizen in today's society."³⁰ Bolin also included the usual health education subjects as a part of the daily living skills section of the comprehensive skills program developed as the PRICE competencies.³¹ Several states, including Michigan, New York, Oklahoma, Oregon, Wisconsin and Vermont have developed special education curriculum which include the health education section as part of more extensive curriculums designed to help the handicapped student function more competently in today's society.³²

IV. Applicable Learning Theory

Addressing curriculum for the handicapped student Hallahan and Kauffman contended, "The appropriate teaching strategies and the materials used are very nearly the same for all areas (of handicapping conditions)" and suggested "competency based instruction" rather than categorical instruction. They outlined the following considerations for developing curriculum for the handicapped:

1. Sequence learning tasks and have the child work on a level commensurate with his ability.
2. Drill and repeat with clear instructions.
3. Have the child verbally mediate (i.e., rehearse).
4. Increase motivation-provide enjoyable activities.
5. Consistently reinforce and use appropriate consequences.

6. Assess and have realistic expectations.
7. Give continuous and immediate feedback.³³

Owens, Blount and Moscow stressed that "they (the handicapped students) do not learn in the way normal children do . . . and therefore need special teaching techniques. The most important technique is: try to avoid failure."³⁴ Their outline for curriculum developers advocated:

1. Try not to let the children fail.
2. Provide immediate feedback.
3. Reinforce correct responses immediately.
4. Find the level at which the children work best.
5. Proceed systematically, step by step.
6. Take small steps.
7. Provide for positive transfer of knowledge from one situation to another.
8. Repeat instruction-provide for overlearning.
9. Space repetitions rather than cram them.
10. Limit the number of concepts presented in one period.
11. Highlight what is important in each subject presented.
12. Organize daily lesson plans to provide pupils with experiences in success.

Foxx advocated three techniques for teaching handicapped students.³⁵ These were behavioral modeling, task analysis and imitation. He considered behavioral modeling, "The most effective technique for teaching (the handicapped)" and defined it as, "A scientifically based approach that relies on direct observation (which) . . . requires you to pinpoint what and how the student is to learn by creating behavioral objectives."³⁶ Task analysis he considered, "Simply the specification of the responses in a behavior chain that must be performed in order to reach the behavioral objective." He believed there were three components to implementing task analysis; "A description of the behavioral objective or goal, a detailed description of each behavior or step needed to accomplish the objective and an

assessment of the student's entry behavior or current ability level."³⁷ Foxx's third technique "imitation", he described as, "The response of matching the behavior of a model and . . . an essential skill for many types of learning."³⁸

Crickshank and Johnson expanded many of these theories and techniques in their textbook on education of the exceptional children and youth. They contended, "The primary issue faced by educators (of exceptional children) will be contained in the nature of the learning deficits presented by the children and on these issues decisions will be made."³⁹ They wrote, "The curriculum should be developed . . . taking into account the present developmental level of the child, the anticipated ultimate level he will achieve and the appropriate experiences he brings with him,"⁴⁰ and stressed that "every child who participates in the training program does not necessarily 'graduate' to the production phase."⁴¹ They also stressed the need for "highly organized, step by step instruction . . . because of their (the handicapped students) slower rate of development" and the need to "have their learning of a sequence of successively more difficult skills and concepts distributed over a longer period of time." They continued by noting that "materials must be presented in a greater variety of ways and applied to more and varied kinds of situations."⁴² Their eventual conclusion was that, for the most part the day by day, month by month, and to a certain extent year by year planning for the (handicapped) children must be in terms of individual needs and on an individual basis."⁴³

I. Method of Development

Phase I: A series of meetings was set up at the time the Vocational Skills Centers staff were selected. At these meetings the staff, along with the CAP staff, were to consider the curriculum needs of the students expected to attend the centers. At the first meeting the staffs were divided into two teams, one comprised of vocational skills teachers, the other comprised of those teachers who would be teaching academics and daily living skills with the CAP staff acting as resource persons for this second team. All members of this second teacher team were experienced SSD staff with three to eight years experience in the district and some of them would have the task of implementing any daily life skills curriculum written. Realizing this, the decision was made to use their expertise in developing curriculum guidelines and to request subcommittees from this team to act as consultants to those chosen to write the curriculum.

Documentation for the inclusion of the Personal and Family Care (i.e., Health and Safety) section of the curriculum was furnished by several authors. Means indicated that Horace Mann in several of his annual reports cited the need for developing health education as an independent discipline,⁴⁴ while Galli suggested that, "Few people value health for health's sake" and contended that a cursory examination of social issues would provide an index to the need for health related education. He

also indicated that such social issues should provide the impetus for health education, and that administrators and teachers must consider them and accept the need for health education even in areas where such a curriculum is not mandated.⁴⁵ These statements assumed added significance in the light of Carpenter and Quirings quote from teachers, "We teach it (health), if we get time after we have completed the priority curriculum areas."⁴⁶

Addressing the need for health education, in 1973 the Presidents Committee on Health Education confirmed and reaffirmed their "fundamental belief that health education should be an integral and basic part of the school . . . curriculum", and created a National Clearing House Center for Health Education.⁴⁷ Harnett, writing on this same subject, stated, "There is need for direction and help (regarding health) for every individual, regardless of age or status. Basic knowledge and information is often lacking not only among children but among adults as well."⁴⁸

The School Health Task Force of Connecticut stated, "current curricular efforts in health and safety education (must) coincide with the public's increased awareness and growing concern about escalating health costs, the growth of an active health care consumer movement and the renewed interest in school health education . . . Students must be helped to acquire essential (health and safety) knowledge, develop health awareness, build communication and coping skills and become constructive health decision makers."⁴⁹ Ian Newman was even more emphatic about

the need for health education when he asserted, "health education is essential to meet our educational goals."⁵⁰

Phase II: The daily life skills teacher team, as a total group, reviewed several curriculums and suggested formats. A decision was made to use a modification of the guidelines developed for PRICE competencies⁵¹ as background material for the curriculum. These competencies were divided into four educational goal areas, each of which is intended to form a separate section of the basic life skills curriculum. These educational goal areas were to be: (1) personal and family care, (2) job survival, (3) community utilization and (4) consumer management.

A standard format was developed dividing each educational goal area into unit areas, competencies and subcompetencies (See illustration: Appendix I). The Oregon state model of numbering⁵² was chosen and each educational goal area, unit area, competency and subcompetency was to be numbered for reference.

Example: 1.1.5 Hair care

1	1.1.5	1.1	1.1.1	1.1.1.1
Educational Goal Area	Unit Area	Competencies	Subcompetencies	

All competencies and subcompetencies were to be stated as observable and measurable behavioral objectives. This would facilitate writing IEP's and supply guidelines for evaluation procedures.

Phase III: All members of the basic life skills teacher team met to formulate lists of suggested topics to be taught in each educational skill area. Consultation committees were formed and these lists were broken down into suggested competency areas. The curriculum writers, in consultation with these committees, utilized these lists to develop that area of the curriculum which fell within their realm of expertise. As a certified school nurse, with expertise in the area on health education, this writer elected to complete, with a consultant committee, the personal and family care curriculum.

The list of suggested competencies to be included in the personal and family care curriculum were:

1. Personal and Family Care
 - 1.1 Grooming and Hygiene
 - 1.1.1 Bathing
 - 1.1.2 Toileting
 - 1.1.3 Nasal hygiene
 - 1.1.4 Dental hygiene
 - 1.1.5 Hair care
 - 1.1.6 Nail care
 - 1.1.7 Skin care
 - a. shaving
 - b. acne
 - c. make-up
 - 1.1.8 Menstrual care
 - 1.1.9 Change of clothing
 - 1.1.10 Infection and illness

- 1.2 Nutrition
 - 1.2.1 Meal planning (basic 4)
 - 1.2.2 Eating habits
 - 1.2.3 Physical fitness
 - a. exercise
 - b. weight control
- 1.3 Food preparation
 - 1.3.1 Purchasing
 - 1.3.2 Storage
 - 1.3.3 Equipment
 - 1.3.4 Recipes
 - 1.3.5 Sanitary procedures
 - 1.3.6 Cooking techniques
 - 1.3.7 Serving
 - 1.3.8 Etiquette/manners
 - 1.3.9 Eating out
- 1.4 First Aid
 - 1.4.1 Shock
 - 1.4.2 Bleeding
 - 1.4.3 Breathing - C.P.R.
 - 1.4.4 Poisoning
 - 1.4.5 Broken bones
 - 1.4.6 Burns
 - 1.4.7 Rescue
 - 1.4.8 Head injuries
 - 1.4.9 Heart attack, epilepsy and other illnesses
 - 1.4.10 Infection and illness

- 1.4.11 Snake bite
- 1.4.12 Animal bite
- 1.4.13 Insect bite
- 1.4.14 Heat exposure
- 1.4.15 Cold exposure
- 1.4.16 Electric shock
- 1.4.17 Bandaging
- 1.5 Home Health
 - 1.5.1 Signs and symptoms of illness
 - 1.5.2 Preventing spread of germs
 - 1.5.3 Care of the patient
 - 1.5.4 Keeping health records
- 1.6 Safety
 - 1.6.1 Fire prevention
 - 1.6.2 Procedures in case of fire
 - 1.6.3 Water safety
 - 1.6.4 Preventing falls
 - 1.6.5 Handling tools properly
 - 1.6.6 Handling electrical equipment
 - 1.6.7 Lifting/transporting
 - 1.6.8 Dressing safely
 - 1.6.9 Neatness - lack of clutter
 - 1.6.10 Storage
 - 1.6.11 Signs
 - 1.6.12 Emergency numbers and contacts
- 1.7 Substance Abuse
 - 1.7.1 Classification of drugs

- 1.7.2 Effects
- 1.7.3 Abuse
- 1.7.4 First aid/treatment of pregnancy
- 1.8 Human Sexuality
 - 1.8.1 Reproductive system
 - 1.8.2 Body changes
 - 1.8.3 Menstruation
 - 1.8.4 Birth control
 - 1.8.5 Fertilization
 - 1.8.6 VD
 - 1.8.7 Homosexuality
 - 1.8.8 Masturbation
- 1.9 Family plan/living
 - 1.9.1 Dating
 - 1.9.2 Engagement
 - 1.9.3 Marriage
 - 1.9.4 Family structure/roles/responsibility
 - 1.9.5 Parenting
 - 1.9.6 Divorce/separation
 - 1.9.7 Retirement
 - 1.9.8 Death
 - 1.9.9 Additions to family
- 1.10 Prenatal care
 - 1.10.1 Signs and symptoms of pregnancy
 - 1.10.2 Nutrition during pregnancy
 - 1.10.3 Exercise
 - 1.10.4 Doctors care

- 1.10.5 Substance use and abuse
- 1.10.6 Childbirth classes
- 1.10.7 Developmental stages of pregnancy
- 1.10.8 General health habits
- 1.10.9 Environmental conditions
- 1.11 Child care
 - 1.11.1 Infant
 - 1.11.2 Toddler
 - 1.11.3 Preschooler

Phase IV: The writer completed objectives for the personal and family care educational goal area and unit areas, task analyzed the competencies into subcompetencies and placed the results in sequential order according to difficulty. Once these were task analyzed the writer stated the competencies as measurable or observable behavioral objectives (see Appendix 2). The competencies were purposefully not designated for a particular handicapping condition or grade level, however the curriculum activities were sequentially structured. It was hoped the curriculum would thus provide a flexible program, accessible to all classroom teachers' needs and adaptable for any handicapping condition or functioning level.

Phase V: Suggested activities and resources for implementation were compiled and the curriculum written in the acceptable format. One challenge, during this phase, was to find or develop high interest-low reading level activities and resources which the students had not encountered in other areas

of the SSD program. The second challenge was to find or develop materials easily adapted to individual student needs.

II. Evaluation

The development of evaluation instruments is usually the final step for curriculum writers. This problem was discussed by the basic life skills teacher team. Because the class structure is non-categorical, and students with several different handicapping conditions may be in any one of the classes, the suggestion was made and adopted that each instructor develop his/her own evaluative instrument based on the needs of their class. The behavioral objectives would serve as guidelines for evaluative instrument construction. Further discussion, which centered around the open entrance-open exit aspect of the program, highlighted the need, once the curriculum was completed, for curriculum packets. These packets were used by the teachers to aid in individualizing instruction, they contained the activities and resources for each area. In addition, suggested levels of competency were included in the evaluation section of this curriculum.

III. Follow-up

These centers have now completed their fifth year of operation. The curriculums originally developed have been implemented with the only changes being the updating of the

resources to be used. In an interview Jerry Higginbotham, principal coordinator of Wirtz Skill Center, indicated that, as anticipated, the rate of progress of students through the curriculums has varied greatly dependent upon the handicapping condition of the student.⁵³ An informal survey of the existing I.I.P.'s conducted by Mr. Higginbotham and myself, confirmed this observation as did a conference with Delores Ball, one of the teachers assigned to implement the Personal and Family Care curriculum. Mrs. Ball further stated that, although she continues to look at other curriculums, "this is still the best resource I have found both for help in writing I.E.P's and I.I.P's and for meeting the needs of the wide range of students assigned to the program."⁵⁴

Curriculum: "a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population."⁵⁵ Curriculum modification: changing curriculum to fulfill the needs of specific students.

Self-Directing Ability: individuals or individuals must appear to function adequately as an adult in any way (as used in this project, job related skills are excluded).

Individual Education Plan (IEP): A written statement, for a handicapped child, that is developed and implemented by:

Terminology

Behavioral Objective: "Statement of what the learner is to be like when he has successfully completed a learning experience."⁵⁵ "Objectives written in terms which clarify the kind of behavior which the course should help to develop among students."⁵⁶

Competency based curriculum: "desired performances are stipulated, learning activities are planned to achieve each objective and the learner's performance is checked as a basis for his moving from one objective to another."⁵⁷

Curriculum: "a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population."⁵⁸ Curriculum in its adaptation: changing curriculum to fulfill the needs of specific students.

Daily living skills: achievements an individual must master to function adequately as an adult in society (as used in this project, job related skills are excluded).

Individual Education Plan (IEP): a written statement, for a handicapped child, that is developed and implemented by

educational agencies. It must include (1) statements of the child's present level of performance, (2) annual goals, (3) specific special education and related services to be provided, (4) projected date for initiation, (5) appropriate objective criteria and (6) evaluation procedures.⁵⁹

Measurable terms: provide a basis or standard of comparison for evaluation purposes.

Observable terms: provide a basis for evaluation using knowledge acquired by noting accomplishments.

Open entrance-open exit: programs in which students may enter at anytime, provided there is space in the skill area of their interest, and may leave when they have completed mastery of the skills in that area.

Task analysis: "reduction of the components of a task to its basic behavioral elements."⁶⁰

Teacher Team: "any group of teachers who are teamed together for curriculum planning for a particular population of students taught by members of the team."⁶¹

Footnotes

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⁷Morris Barnett, Health Education Guide, 2nd edition (Philadelphia: Lea and Febiger, 1974), p. VII.

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¹⁵Barbara Anne Casper, Donna Elaine Hayslip and Sherrell Bell Force, "The Effect of Nutrition Education on Dietary Habits of Fifth Graders", Journal of School Health 47 (October 1977):475-478.

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⁵⁴Interview with Delores Ball, Special School District of St. Louis County, Teacher-Wirtz Skill Center, St. Louis, Mo., 10 July 1984.

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⁶¹Saylor and Alexander, p. 64.

... issues which directly affect well-being, including, among others, malnutrition, alcohol, drugs, V.I., increasing life span, death, divorce, disease and medical advances.

III. Be aware of attitudes, values and beliefs that they and others hold regarding health related issues and problems.

IV. Recognize the processes through which attitudes, values and beliefs are acquired and ways in which these affect well-being.

V. Understand that one's health and well-being are related to behavior.

VI. Develop critical thinking and decision making skills about health matters and problems.

VII. Develop a sense of responsibility for personal, family and community well-being.

VIII. Recognize deviations from optimal health and obtain care when necessary.

IX. Be aware of and able to evaluate and use available community health resources.

X. Develop skills in understanding, interpreting and evaluating health information.

Long Range Objectives

The student upon completion of the Personal and Family Care Unit of the Vocational Skills support curriculum will:

- I. Know what constitutes well-being and levels of good health.
- II. Understand problems and issues which directly affect well-being, including, among others, malnutrition, alcohol, drugs, V.D., increasing life span, death, divorce, disease and medical advances.
- III. Be aware of attitudes, values and beliefs that they and others hold regarding health related issues and problems.
- IV. Recognize the processes through which attitudes, values and beliefs are acquired and ways in which these affect well-being.
- V. Understand that one's health and well-being are related to behavior.
- VI. Develop critical thinking and decision making skills about health matters and problems.
- VII. Develop a sense of responsibility for personal, family and community well-being.
- VIII. Recognize deviations from optimal health and obtain care when necessary.
- IX. Be aware of and able to evaluate and use available community health resources.
- X. Develop skills in understanding, interpreting and evaluating health information.

XI. Solve problems within the family stemming from physical or emotional illness, family structure changes and conflicting points of view.

XIII. Develop skills necessary to utilize health knowledge for maximum well-being.

1. Explain the growing and hygiene areas of the

2. Exhibit an awareness that good grooming is a prerequisite for social acceptance. LEO III, IV, VII.

3. Demonstrate knowledge of socially acceptable hygienic and grooming procedures. LEO III, XI.

4. Relate good hygiene practices to the body's growth, development and maintenance. LEO I, II, VI.

5. State the effects of proper dental care on appearance, maximum health and well-being. LEO I, III, V, VII.

6. Demonstrate the application of various techniques for maintaining good hygiene, good grooming and proper dental care. LEO V, III.

7. Correctly use equipment for maintaining good hygiene, good grooming and proper dental care. LEO I, III.

8. Identify problems resulting from poor hygiene and poor dental care. LEO I, II, VI, VIII.

9. Demonstrate knowledge of the professionally concerned with hygiene in the maintenance of good hygiene, good grooming and proper dental care. LEO VI, VIII, II, I.

Intermediate Range Objectives

1.1 Grooming and Hygiene

The student, completing the grooming and hygiene area of the personal and family care curriculum, will:

A. Identify good hygiene practices as essential for health and well-being. LRO I, II, V, VII.

B. Exhibit an awareness that good grooming is a prerequisite for social acceptance. LRO III, IV, VII.

C. Demonstrate knowledge of socially acceptable hygienic and grooming procedures. LRO III, XI.

D. Relate good hygiene practices to the body's growth, development and maintenance. LRO I, II, VI.

E. State the effects of proper dental care on appearance, maximum health and well-being. LRO I, II, V, VII.

F. Demonstrate the application of various techniques for maintaining good hygiene, good grooming and proper dental care. LRO V, XII.

G. Correctly use equipment for maintaining good hygiene, good grooming and proper dental care. LRO XII.

H. Identify problems resulting from poor hygiene and poor dental care. LRO I, II, VI, VIII.

I. Demonstrate knowledge of the professionals concerned with helping in the maintenance of good hygiene, good grooming and proper dental care. LRO VI, VIII, IX, X.

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the grooming and hygiene unit of the personal and family care curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to:</p> <ul style="list-style-type: none"> * ... ** ... 	<p>Evaluation of the student will be based on:</p> <ul style="list-style-type: none"> *
<p>1. The student will demonstrate his/her understanding of the concept of bathing and cleanliness. IRO A, B, C, D, H.</p>	<ul style="list-style-type: none"> 1.a. View and discuss appropriate films on cleanliness and health. b. Participate in a class discussion of bathing and cleanliness. c. Complete a bulletin board setting up standards of cleanliness and good grooming. d. Complete a checklist of daily grooming using the booklets "Who Me" or "My Reflections". e. Observe pores in the skin with a magnifying glass. f. Sprinkle dust or dirt on a piece of oiled and a piece of non-oiled paper, draw comparisons with the oil glands causing the skin to hold dirt. g. Complete worksheet listing reasons for bathing. 	<ul style="list-style-type: none"> 1.a. Level of participation in classroom discussion. b. Completeness and quality of bulletin board. c. Completeness of checklist. d. Quality of observations. e. Quality of comparisons. f. Quality of completed worksheet.

Performance Objectives	Enabling Activities	Evaluation
<p>2. The student will be able to identify at least 5 items used for bathing and their appropriate use. IRO C, F, G.</p>	<p>2.a. Observe a classroom demonstration of appropriate use of bathing equipment. b. Dramatize taking a bath (a tub bath, shower, a sponge bath) using verbal clues as necessary. c. Complete a worksheet matching items used for bathing and their appropriate use.</p>	<p>2.a. Accuracy of dramatization. b. Accuracy of worksheet.</p>
<p>3. The student will demonstrate the proper techniques for brushing and flossing teeth. IRO A, C, D, F, G, H.</p>	<p>3.a. Discuss clean toilet habits at home, in school, in other public places. b. View film "Cleanliness and Health" and discuss how germs multiply and spread and ways of preventing these. c. Interview school custodian concerning the importance of keeping the toilet area clean. d. Cite measures to be used in practicing clean toilet habits.</p>	<p>3.a. Level of participation in classroom discussion. b. Quality of demonstration.</p>
<p>3. The student will demonstrate understanding of the importance of clean toilet habits. IRO A, C, D.</p>	<p>3.a. Discuss clean toilet habits at home, in school, in other public places. b. View film "Cleanliness and Health" and discuss how germs multiply and spread and ways of preventing these. c. Interview school custodian concerning the importance of keeping the toilet area clean. d. Cite measures to be used in practicing clean toilet habits.</p>	<p>3.a. Level of participation in class discussion. b. Level of participation in interview. c. Number of measures appropriately cited.</p>
<p>4. The student will identify foods that promote good dental health and foods that hinder good dental health. IRO A, B, F, G.</p>	<p>4.a. Discuss appropriate nasal hygiene. b. Practice using handkerchief or tissue to wipe nose or cover mouth. c. View filmstrip on nasal hygiene and discuss posters about</p>	<p>4.a. Level of participation in classroom discussion. b. Appropriateness of answer selected. c. Quality of bulletin board. d. Scoring worksheet.</p>
<p>4. The student will demonstrate understanding of nasal hygiene. IRO A, B, C, D, F, G, H.</p>	<p>4.a. Discuss appropriate nasal hygiene. b. Practice using handkerchief or tissue to wipe nose or cover mouth. c. View filmstrip on nasal hygiene and discuss posters about</p>	<p>4.a. Level of participation in class discussion. b. Quality of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will demonstrate administering of procedures used by dentist. IRO A, B, E, F, H.</p>	<p>"How to Catch a Cold". d. Participate in demonstrations of appropriate behavior when presented simulated situations regarding nasal hygiene.</p>	<p>7.a. Level of participation in class discussion. b. Quality of role playing. c. Number of instruments correctly identified.</p>
<p>5. The student will demonstrate the proper technique for brushing and flossing teeth. IRO A, C, D, E, F, G, H.</p>	<p>5.a. Observe and discuss demonstration by an oral hygienist on proper technique for brushing and flossing. b. View and discuss a filmstrip on the need for brushing and flossing to remove plaque. c. Perform demonstration.</p>	<p>5.a. Level of participation in classroom discussion. b. Quality of demonstration. c. Accuracy of selection of equipment.</p>
<p>6. The student will identify foods that promote good dental health and foods that hinder good dental health. IRO A, D, F, H.</p>	<p>6.a. View and discuss the filmstrip "Toothtown U.S.A." b. Plan a snack party in which some of the foods that are good for teeth will be served. c. Prepare a bulletin board display of foods that keep the teeth healthy and foods that hinder good dental health. d. Complete a worksheet listing foods that promote and hinder good dental health.</p>	<p>6.a. Level of participation in classroom discussion. b. Appropriateness of snacks selected. c. Quality of bulletin board. d. Score on worksheet.</p>
<p>9. The student will demonstrate nail care techniques. IRO A, B, C, D, F, G, H, I.</p>	<p>9.a. Observe and discuss demonstration by dentist on nail care techniques for nail care from equipment provided. b. Demonstrate techniques for nail care.</p>	<p>9.a. Quality of participation during demonstration. b. Accuracy of selection of equipment. c. Accuracy of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will demonstrate understanding of procedures used by dentist. IRO A, D, E, F, H, I.</p>	<p>7.a. Discuss reasons for and frequency of visits to the dentist. b. Visit a dentist's office. c. Role play a visit to the dentist, identifying instruments to be used by the dentist.</p>	<p>7.a. Level of participation in class discussion. b. Quality of role playing. c. Number of instruments correctly identified.</p>
<p>8. The student will wash, comb or brush, and style his/her hair. IRO A, B, C, D, F, G, H.</p>	<p>8.a. Participate in classroom discussion concerning the need for clean hair and problems resulting from inadequate hair care. b. Discuss how he/she feels when his/her hair is clean and well groomed. c. Observe demonstration of proper hair care. d. Select appropriate items for self hair care. e. Demonstrate techniques for self hair care.</p>	<p>8.a. Level of participation in class discussion. b. Accuracy of selection of equipment. c. Accuracy of demonstration.</p>
<p>9. The student will demonstrate nail care techniques. IRO A, B, C, D, F, G, H, I.</p>	<p>9.a. Observe nail care as demonstrated by a professional manicurist. b. Select appropriate items for nail care from equipment provided. c. Demonstrate techniques for nail care.</p>	<p>9.a. Quality of participation during demonstration. b. Accuracy of selection of equipment. c. Accuracy of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>10. The student will identify at least 4 different job roles in a hair care center and the task performed by persons in those roles. IRO B, C, I.</p>	<p>10.a. Visit a beauty salon and barber shop. b. Read in class and discuss the job descriptions for beauty and barber shop personnel. c. Check various styling manuals and discuss the merits of various styles. d. Complete a worksheet listing job roles in a beauty and barber shop.</p>	<p>10.a. Level of participation in class discussion. b. Number of job roles correctly identified on worksheet.</p>
<p>38 11. The student will select and use grooming aids. IRO F, G.</p>	<p>11.a. Discuss his/her feelings when well groomed and "looking his/her best". b. Discuss appropriate grooming for work, parties, school and other social functions. c. Read and complete the grooming chart in grooming booklets furnished by the instructor. d. Use grooming aids including razors, deodorant, lotions, colognes, etc.</p>	<p>11.a. Level of participation in class discussion. b. Accuracy of grooming charts. c. Accuracy of selection and use of aids.</p>
<p>12. The student will understand the use and disposal of menstrual supplies. IRO B, F, G.</p>	<p>12.a. View a classroom demonstration of various menstrual supplies available and their proper usage.</p>	<p>12.a. Level of participation in class discussions. b. Score on completed worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
	<p>b. Discuss proper ways of disposing of menstrual supplies.</p> <p>c. Read in class and discuss the booklet "Getting to Know Yourself".</p> <p>d. Complete worksheet on the use and disposal of menstrual supplies.</p>	

Intermediate Range Objectives

1.2 and 1.3 Nutrition and Food Preparation Competencies

The student, completing the nutrition and food preparation area of the personal and family care curriculum, will:

A. Identify adequate nutrition as essential for health and well-being. LRO I, II, VII.

B. Demonstrate knowledge of the nutritive value of foods. LRO II, X.

C. Demonstrate knowledge of the caloric and nutritive requirements as a basis for appraising daily food intake. LRO VI, VII, X, XII.

D. Exhibit an awareness that nutritive content as well as cost is important to consider when buying food. LRO V, VI, VII.

E. Relate good nutrition to the body's growth, development and maintenance. LRO I, II, V, VIII, X.

F. State the effects of nutrition on appearance, self confidence and relationships with others. LRO II, VI, VI, VII, VIII, X.

G. Relate the role of adequate nutrition to ability to perform physical activities. LRO V, VI, VII.

H. Demonstrate knowledge of the basic principles of meal planning. LRO V, VI, VII, X, XII.

I. Apply criteria for selecting and planning meals to provide a balanced diet. LRO V, VI, VII, XII.

J. Demonstrate the application of various methods of handling and preserving food. LRO VII, XII.

K. Correctly use equipment in food preparation. LRO XII.

L. Increase his/her awareness of factors that influence food choices, among these fads, cultures, likes or dislikes, cost, media, etc. LRO II, III, IV, V, VI, VII.

M. Identify behavior while eating (or not eating) as influencing body processes in both positive and negative manners. LRO V, VII, XI.

N. Develop an awareness of the role of feelings and emotions in relation to the digestion of food. LRO X, XI, XII.

O. Recognize that food selection and consumption serve social and psychological needs. LRO II, III, IV, V.

P. Expand his/her acceptance of a variety of foods. LRO II, III, IV, V, VI, VIII, XII.

Q. Identify the relationship of nutrition to specific physical conditions. LRO II, VIII, IX, X, XI, XII.

Performance Objectives	Enabling Activities	Evaluation
<p>2. The student will identify food nutrients, their uses and sources for at least 20 common foods. IRO A, B, C</p>	<p>2.a. Analyze the nutrients in several different foods - check foods students frequently eat, health foods, foods preferred, etc.</p> <p>b. List foods student dislikes and find substitute foods supplying the same nutrient value.</p> <p>c. Make a list of nutritious snacks.</p>	<p>2.a. Number of foods in which nutrients were identified.</p> <p>b. Quality of completed lists.</p>
<p>3. The student will be able to identify 6 sources of at least 4 nutrients. IRO A, B, C.</p>	<p>3.a. Demonstrate how different foods can be tested for their content.</p> <ol style="list-style-type: none"> 1) protein-burn gelatin, note odor. 2) starch-crush a potato and soak in water, add a drop of iodine and look for blue color. 3) fats-place bacon on a piece of unglazed paper, check for "grease spots". 4) minerals-burn peas, look for gray ash rather than black carbon. 5) water-expose watermelon to air and sunshine until it shrinks. Realize the shrinkage is due to loss of water. 	<p>3.a. Quality of completed demonstrations.</p> <p>b. Number of sources identified.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>4. The student will understand components of a balanced diet. IRO G, J.</p>	<p>3.b. Repeat these demonstrations on various other foods furnished by the instructor to identify them as sources of nutrients.</p>	<p>4.a. Quality of chart prepared. b. Quality of content of chart.</p>
<p>4. The student will demonstrate his/her understanding of how the body uses food. IRO A, C, D, E.</p>	<p>4.a. Read in class and discuss "How Your Body Uses Food" from National Dairy Council. b. View and discuss film "How a Hamburger Turns Into You" from County A.V. c. Determine deficiencies in students' food intake for a 1 week period. d. Complete collage, "You and What You Eat".</p>	<p>4.a. Level of participation in classroom discussion. b. Completed collage.</p>
<p>7. The student will demonstrate understanding of differences in ethnic and cultural food preferences. IRO G, H, I, J.</p>	<p>5.a. Use a large circular felt display with 4 sections (it helps to color code these - meat = red, cereal = brown, vegetables & fruits = green, and milk = white) to place food models in proper section. b. Collect cafeteria menus for a week and evaluate them for their basic 4 contributions.</p>	<p>7.a. Quality of chart. b. Level of participation in class discussion.</p>
<p>5. The student will identify the basic food groups and foods in each. IRO H, I.</p>	<p>5.a. Use a large circular felt display with 4 sections (it helps to color code these - meat = red, cereal = brown, vegetables & fruits = green, and milk = white) to place food models in proper section. b. Collect cafeteria menus for a week and evaluate them for their basic 4 contributions.</p>	<p>5.a. Performance on classifying tasks.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>6. The student will understand components of a balanced diet. IRO H, J.</p>	<p>6.a. Prepare sample breakfast, lunch, dinner and snack menus. b. Collect suggested menus from magazines and compare with his/her own menus. c. Compare magazine menus with student's own daily intake. d. Obtain menus from various restaurants and compare the different items offered for various meals.</p>	<p>6.a. Quality of menus prepared. b. Quality of analysis of menus.</p>
<p>45 7. The student will demonstrate understanding of differences in ethnic and cultural food preferences. IRO A, C, L, P.</p>	<p>7.a. Discuss food fads and ethnic preference for foods. b. Listen to speakers from different cultures and ethnic groups as they talk about their own food preferences and cultural and religious restrictions on food intake. c. Read in class and discuss "Foods Around the World" from National Dairy Council. d. Taste several foods from different cultures and countries. e. Complete a chart of different ethnic and cultural foods.</p>	<p>7.a. Quality of chart. b. Level of participation in class discussion.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>8. The student will identify the correlation between eating regular meals and well-being. IRO A, B, C, H, I, M.</p>	<p>8.a. View film "Letter Breakfasts U.S.A"</p> <p>b. Read together and discuss pamphlet "Lunch - The Nutrient Rich Way".</p> <p>c. Check the health office records to see how many students come to see the nurse with complaints of stomach and head aches after skipping meals.</p> <p>d. Listen to a lecture by a person with diabetes and/or hypoglycemia about the need for regular meals.</p> <p>e. Discuss his/her performances for a week noting any differences on those days they skipped meals.</p> <p>f. Discuss reasons for skipping meals (i.e., time, don't feel like it, dieting, cost, etc.)</p> <p>g. Prepare intake record.</p>	<p>8.a. Quality of intake record.</p> <p>b. Level of participation in classroom discussions.</p>
<p>9. The student will understand the value of comparison shopping. IRO D.</p>	<p>9.a. Check food labels for content and nutritive value.</p> <p>b. Compare cost and content of well-known and "off" brands.</p> <p>c. Prepare shopping list.</p>	<p>9.a. Quality of completed list.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>10. The student will demonstrate understanding of nutrients and basic 4 food groups. IRO A, B, C, D, H, I, L.</p>	<p>10.a. Use Spirit Master forms to plan individual meals: 1) Breakfasts 2) Lunches 3) Dinners b. Check each meal for nutritive value and adequate use of the four food groups. c. Use Spirit Master forms to plan a balanced meal for a day and for 3 days.</p>	<p>10.a. Quality of completed meal plans. b. Quality of completed menus.</p>
<p>11. The student will plan at least 2 meatless meals that are nutritionally balanced. IRO A, B, C, D, H, I, L.</p>	<p>11.a. Check comparison cards to determine nutrients in meat and other high protein foods. b. Check price comparison list from supermarket to determine cost of high protein foods. c. Use Spirit Master forms to plan meatless meals.</p>	<p>11.a. Quality of completed meal plans.</p>
<p>12. The student will demonstrate his/her understanding of varying nutritional needs. IRO E, G, Q.</p>	<p>12.a. Discuss how his/her body growth pattern, build and activities compare with that of his/her mother, father, siblings, grandparents, and/or others in various age groups. b. Check caloric need charts to determine daily caloric and nutritive requirements of various age groups.</p>	<p>12.a. Level of participation in classroom discussion. b. Number of age groups identified.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>13. The student will identify physical and emotional diseases that affect or are affected by food intake. IRO N, O, Q.</p>	<p>c. Check caloric need charts to determine calories needed to perform various tasks. d. State groups with unique nutritional needs.</p> <p>13.a. Listen to guest speakers who have or have had physical or emotional diseases which affected or are affected by food intake. b. Discuss family or friends who have or have had diseases affected by food intake. c. Discuss statements such as "I can't eat because I have a lump in my throat", "I was upset and my stomach churned" and "I'm just too excited to eat". d. Complete a list of diseases that affect or are affected by food intake.</p>	<p>13.a. Level of participation in classroom discussion. b. Number of diseases listed.</p>
<p>14. The student will cite at least 5 causes for obesity. IRO E, F, G, M, N, O, Q.</p>	<p>14.a. View and discuss the film "Facts About Figures" from St. Louis County Library. b. Read in class and discuss "Weight Control Source Book" from National Dairy Council.</p>	<p>14.a. Level of participation in classroom discussion. b. Evidence of knowledge displayed during interview. c. Number of causes of obesity cited.</p>



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Performance Objectives

Enabling Activities

Evaluation

15. The student will understand the value of low calorie foods. IRO F, G, M, N, O, Q.

c. Interview, with his/her class, a nutritionist involved in a weight control clinic.
d. Use Spirit Master to cite causes of obesity.

c. Accuracy of retained information.
d. Score on matching worksheet.

16. The student will identify and use food preparation equipment. IRO K.

15.a. Continue activity 14.c.
b. Check magazines at home for published diets.
c. Evaluate the effectiveness of the diets published.
d. Interview a guest speaker who has successfully lost weight.
e. Complete a worksheet of high calorie foods.

15.a. Quality of analysis of published diets.
b. Level of knowledge displayed during interviews.
c. Completeness of worksheet on alternative foods.

17. The student will identify safe methods of food storage. IRO J.

16.a. Observe demonstrations of appropriate use of food preparation equipment.
b. Complete a worksheet matching food preparation equipment to its appropriate use.
c. Demonstrate techniques for using food preparation equipment.

b. Ability to obtain correct information from cookbooks.
c. Quality of demonstration.
d. Accuracy of food preparation.
16.a. Accuracy of worksheet.
b. Accuracy of demonstration of use of equipment.

17. The student will identify safe methods of food storage. IRO J.

17.a. Discuss appropriate food storage.
b. Place food models in boxes labeled for various types of storage such as refrigerator,

17.a. Level of participation in classroom discussion.
b. Accuracy of placement of food models.



Performance Objectives	Enabling Activities	Evaluation
<p>20. The student will demonstrate the procedures for using cooking techniques found in recipes. IRO J, F.</p>	<p>17.b.(cont.) freezer and covered tin. c. Select from a variety of storage containers the one appropriate for foods named by the instructor. d. Complete worksheet matching foods with appropriate storage containers.</p>	<p>c. Accuracy of container selection. d. Score on matching worksheet.</p>
<p>21. The student will measure 18. The student will demonstrate techniques for freezing foods. IRO J, K.</p>	<p>18.a. Select from a variety of storage containers ones appropriate for freezing specific foods. b. Consult a cookbook to determine how foods named by the instructor should be prepared for storage. c. Demonstrate techniques for emersing and blanching foods. d. Prepare foods furnished by the instructor for freezing.</p>	<p>18.a. Accuracy of container selection. b. Ability to obtain correct information from cookbooks. c. Quality of demonstration. d. Accuracy of food preparation.</p>
<p>19. The student will demonstrate techniques for preserving foods. IRO J, K.</p>	<p>19.a. Select appropriate containers for preserving a variety of foods. b. Use cold packer to preserve fruits. c. Use pressure cooker to preserve vegetables. d. Make a batch of jelly or preserves.</p>	<p>19.a. Appropriateness of container selection. b. Accuracy of preserving techniques.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>20. The student will demonstrate the procedures for using cooking techniques found in recipes. IRO J, K.</p>	<p>20.a. Read several recipes in class to determine terms used. b. Use appropriate equipment to demonstrate correct equipment for applying terms used in recipes. c. Complete a worksheet matching terms from recipes with correct definitions.</p>	<p>20.a. Level of classroom participation. b. Accuracy of worksheet. c. Accuracy of demonstrations.</p>
<p>21. The student will measure liquid, solid, and dry food ingredients. IRO J, K.</p>	<p>21.a. Mark on worksheet specific measurements given by the instructor. b. Use measuring equipment to measure cups, $\frac{2}{3}$ cups, $\frac{1}{2}$ cups, $\frac{1}{3}$ cups, and $\frac{1}{4}$ cups of liquid, solid, and dry substances. c. Use measuring equipment to measure tablespoons, teaspoons, $\frac{1}{2}$ teaspoons, and $\frac{1}{4}$ teaspoons of liquid, solid, and dry ingredients.</p>	<p>21.a. Quality of worksheets. b. Accuracy of demonstrations. c. Cleanliness of foods.</p>
<p>22. The student will understand abbreviations used in cooking. IRO J, K.</p>	<p>22.a. Read recipes in class to determine abbreviations used. b. Locate in a kitchen specific utensils denoted by recipe abbreviations. c. Measure ingredients as given in several recipe abbreviations. d. Complete a worksheet matching abbreviations with the correct pictorial definition.</p>	<p>22.a. Level of classroom participation. b. Accuracy in locating utensils. c. Accuracy in measuring ingredients. d. Score on worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>23. The student will prepare foods by following recipes. IRO J, K.</p>	<p>23.a. Read recipe with assistance as necessary. b. Measure ingredients accurately. c. Combine ingredients according to recipe directions. d. Cook food according to recipe directions.</p>	<p>23.a. Level of classroom participation. b. Accuracy in reading and following recipe directions.</p>
<p>24. The student will demonstrate understanding of sanitation. IRO J.</p>	<p>24.a. Wash hands before handling food or equipment. b. Inspect all equipment to be used for cleanliness. c. Wash equipment as necessary. d. Inspect and clean foods.</p>	<p>24.a. Level of personal cleanliness. b. Cleanliness of equipment. c. Cleanliness of foods.</p>
<p>25. The student will purchase foods to prepare a day's well balanced meals for 4 persons for less than \$6.00. IRO A, B, C, D, H, I.</p>	<p>25.a. Check comparison cards and comparative shopping list to see what food may be substituted for meat and other expensive foods. b. Use worksheets to plan purchases ahead of time. c. Make purchases.</p>	<p>25.a. Completed worksheet. b. Items purchased within limits given.</p>
<p>26. The student will correctly serve foods for at least 3 meals. IRO J.</p>	<p>26.a. Set the table following illustrations on a place mat. b. Select appropriate container for serving several foods provided by the instructor. c. Discuss different methods of serving foods such as family style, individual service and buffet.</p>	<p>26.a. Quality of place settings. b. Appropriateness of containers selected. c. Level of participation in discussion. d. Quality of food service.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>27. The student will exhibit knowledge of objectives 16, 20, 23, 24, 25, and 26. IRO A, B, C, D, H, I, J, K, P.</p>	<p>d. Use food models and an illustrated place mat to practice correct placement of foods when serving. e. Serve meals.</p> <p>27.a. Prepare menus, buy food, and serve a menu for 4 persons. b. Demonstrate proper sanitation as previously taught. c. Follow recipes correctly. d. Use appropriate equipment to prepare foods. e. Serve foods correctly.</p>	<p>27.a. Quality of cleanliness. b. Ability to follow recipes. c. Appropriate use of equipment. d. Appropriateness of food service.</p>
<p>28. The student will demonstrate understanding of proper table etiquette. IRO M, N, O.</p>	<p>28.a. View and discuss the film-strip on table etiquette in the Disney series "Health and You". b. Role play proper and improper use of table service. c. Role play acceptable and unacceptable table conversations using topics given by the instructor. d. Role play acceptable and unacceptable table manners using guidelines given by the instructor.</p>	<p>28.a. Level of participation in classroom discussion. b. Quality of role playing.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>29. The student will select and utilize food service establishment facilities. IRO I, L, M, O, P.</p>	<p>e. Discuss appropriateness or inappropriateness of activities during role playing.</p> <p>29.a. Check menus to identify types of food service establishments such as restaurants, fast food chains, carry-out services, cultural food establishments and cafeterias.</p> <p>b. Use a local restaurant guide to select food establishments according to his/her needs such as budget, time, occasion, and location.</p> <p>c. Check restaurant menus to identify common terms used on menus.</p> <p>d. Role play ordering foods from menus.</p> <p>e. Role play money transactions used in eating, such as computing tips, paying bills, and counting change.</p> <p>f. Take field trips to several food service establishments.</p>	<p>29.a. Level of classroom participation.</p> <p>b. Ability to read menus.</p> <p>c. Ability to select appropriate food establishments.</p> <p>d. Quality of role playing.</p>

Intermediate Range Objectives

1.4 and 1.5 First Aid and Home Health

The student, completing the first aid and home health area of the personal and family care curriculum, will:

- A. Demonstrate knowledge of what constitutes optimal physical health and well-being. LRO I, II, VIII.
- B. Identify proper medical care, whether first aid, home care or institutional care, as necessary for the maintenance of health and well-being. LRO V, VI, VIII, IX, XI, XII.
- C. Apply criteria for determining the need for various types of care ranging from minor first aid to emergency hospital care. LRO II, V, VII, IX, X, XII.
- D. Demonstrate knowledge of the basic principles of first aid. LRO VI, X, XII.
- E. Demonstrate the application of various methods of caring for the sick or injured. LRO XII.
- F. Develop an awareness of the variety of professionals involved with health and well-being. LRO IX, X.
- G. Identify preventive health care as an important dimension of health and well-being. LRO I, II, V, VI, VII, IX.
- H. Identify various sources of disease. LRO II, V.
- I. Recognize that illness affects not only the invalid but family members, work associates and the community. LRO II, III, IV, VI, VII, XI.
- J. Develop an awareness of the role of feelings and emotions in relationship to illness. LRO II, III, IV, XI.

K. Interpret the role of individuals and organizations in the maintenance of health and well-being. LRO III, IV, V, XI.

L. Analyze health information and claims for service. LRO VII, IX, X.

Performance Objectives	Learning Activities	Evaluation
<p>1. Upon completing the first aid and home health unit of the program and family care curriculum, the student should be able to meet the following objectives.</p> <p>A. This student will define key terms in first aid. TED A, B, C, D.</p>	<p>This student will:</p> <p>a. Participate in a class discussion on first aid.</p> <p>b. Define first aid terms.</p> <ol style="list-style-type: none"> 1) first aid 2) emergency care 3) shock 4) bleeding 5) bandage 6) splint 7) patient safety 8) burn 9) convulsion 10) resuscitation 11) convulsions 12) first aid 13) infection 14) fracture 15) fracture <p>c. Participate in a class discussion about first aid.</p> <p>d. Prepare to take home health care.</p> <p>e. Prepare to take home health care.</p> <p>f. Prepare to take home health care.</p>	<p>Evaluation of the student will be based on:</p> <p>a. Level of participation in class discussion.</p> <p>b. Number of terms correctly defined.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the first aid and home health unit of the personal and family care curriculum, the student should be able to meet the following objectives.</p>	<p>The student will:</p> <ul style="list-style-type: none"> * Complete worksheet prioritizing ** for care in several situations. 	<p>Evaluation of the student will be based on:</p> <ul style="list-style-type: none"> * Prioritized.
<p>1. The student will define key terms in first aid. IRO A, B, C, D.</p>	<p>1.a. Take part in a class discussion on first aid. b. Define first aid terms.</p> <ol style="list-style-type: none"> 1) first aid 2) emergency care 3) shock 4) bleeding 5) bandage 6) poison 7) heart attack 8) burn 9) convulsion 10) respiration 11) circulation 12) sprain 13) infection 14) fracture <p>c. Discuss occasions when he/she or someone he/she knows has needed first aid. d. Discuss reasons for knowing first aid.</p>	<p>1.a. Level of participation in class discussion. b. Number of terms correctly defined.</p>

Performance Objectives	Enabling Activities	Evaluation
2. The student will state priorities of first aid care. IRO A, B, C, D, F, K.	2.a. Complete the Johnson and Johnson programmed learning unit on first aid. b. Complete worksheet prioritizing need for care in several situations.	2.a. Appropriateness of answers given on learning unit. b. Number of situations correctly prioritized.
3. The student will demonstrate understanding of the steps in the general procedure of handling an accident. IRO A, B, C, D, E, F, K.	3.a. View and discuss first aid filmstrip. b. Continue activity 2.a. c. Role play situations simulating an accident and following the general procedure for handling an accident. d. Complete a bulletin board listing the general procedures for handling an accident; include: 1) keep calm 2) assess <u>total</u> situation 3) conduct a life saving survey 4) performing life saving first aid 5) call or send for help 6) perform additional first aid as time permits.	3.a. Level of participation in class discussion. b. Quality of role playing. c. Accuracy of bulletin board list.
4. The student will demonstrate procedures for caring for at least 4 types of wounds. IRO B, C, D, E, F, K.	4.a. Read in class and discuss the "Red Cross First Aid Manual"- identifying several types of wounds.	4.a. Quality of classroom participation in demonstrations and discussions.

Performance Objectives	Enabling Activities	Evaluation
<p>5. The student will accurately demonstrate the application of first aid for bleeding. IRO B, C, D, E.</p>	<p>b. Watch demonstration of wound care by instructor. c. Practice caring for and bandaging simulated wounds on classmates. d. Perform demonstration at instructor's request.</p> <p>5.a. View and discuss the film "Bleeding and Bandaging". b. Watch as instructor demonstrates techniques for control of bleeding. c. Practice bleeding control and bandaging of simulated wounds on classmates. d. Perform demonstration at instructor's request.</p>	<p>b. Number of types of simulated wounds correctly cared for.</p> <p>5.a. Level of participation in class discussion. b. Accuracy of demonstration.</p>
<p>6. The student will be able to identify four types of poisons. IRO C, F, G.</p>	<p>6.a. Visit a poison control center and interview the staff. b. View and discuss "First Aid-Poisoning". c. Read labels to determine if various substances contain poisons and what type, if any. d. Complete a worksheet identifying different types of poisons.</p>	<p>6.a. Level of participation in interview. b. Level of participation in class discussion. c. Quality of level analysis. d. Accuracy of completed worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will be able to identify symptoms of poisoning. IRO A, C, G, K.</p>	<p>7.a. Discuss the signs and symptoms of poisoning. b. Read and discuss the signs and symptoms of poisoning given in the book "Standard First Aid and Personal Safety". c. Continue activity 6.a. d. Complete a word search finding at least four signs and symptoms of poisoning.</p>	<p>7.a. Level of participation in class discussion. b. Number of signs and symptoms identified on word search.</p>
<p>8. The student will be able to apply first aid treatment for poisons. IRO B, C, D, E, F.</p>	<p>8.a. Discuss various treatments for:</p> <ol style="list-style-type: none"> 1) inhaled poisons 2) contact poisons 3) plant poisons 4) insect poisons 5) injected poisons 6) animal poisons <p>b. Check container labels for information concerning first aid in case of poisoning. c. Use a "First Aid For Poisoning Chart" to complete a worksheet matching types of poisons with the first aid treatment for each.</p>	<p>8.a. Level of participation in class discussion. b. Quality of label analysis. c. Accuracy of completed worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>9. The student will identify the four types of burns and symptoms of each. IRO C, G, K.</p>	<p>9.a. Complete the Johnson and Johnson programmed learning unit on burns. b. View and discuss films about burns. c. Complete a worksheet matching the types of burns and their causes and definitions. d. Complete a list identifying the four types of burns and symptoms of each.</p>	<p>9.a. Level of participation in class discussion. b. Accuracy of completed learning unit. c. Accuracy of worksheet. d. Number of types of burns and their symptoms listed. e. Number of causes listed.</p>
<p>10. The student will be able to demonstrate the first aid treatment of the four types of burns. IRO B, C, D, E, F, G.</p>	<p>10.a. Visit a hospital burn center. b. View and discuss filmstrips about care of burns. c. Participate in demonstration.</p>	<p>10.a. Level of participation in class discussion. b. Accuracy of demonstration. c. Number of signs and symptoms of shock correctly identified on learning unit.</p>
<p>11. The student will be able to identify "sudden illnesses" and their treatments. IRO A, B, C, D, E, F.</p>	<p>11.a. Listen to and interview a guest lecturer on "sudden illnesses". b. Demonstrate the first aid treatment of illnesses at instructor's request, include: 1) fainting 2) stroke 3) heart attack 4) convulsions 5) diabetic shock 6) diabetic coma.</p>	<p>11.a. Level of participation in interview. b. Quality of demonstration. c. Accuracy of worksheet. d. Accuracy of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>15. The student will identify symptoms of bone fractures. IRO A, C, F, G, H.</p>	<p>c. Complete a worksheet matching "sudden illnesses" and their treatments.</p>	<p>15 a. Level of participation in class discussion. b. Number of signs and symptoms identified on worksheet.</p>
<p>12. The student will be able to define shock and identify causes of shock. IRO A, C, G, H, J, K.</p>	<p>12.a. View and discuss the film-strip "Shock-The Unexpected Menace". b. Discuss "I was too scared to move, he became as pale as a sheet, etc." c. Complete definition and list at least three causes of shock.</p>	<p>12.a. Level of participation in class discussion. b. Accuracy of definition. c. Number of causes listed.</p>
<p>16. The student will be able to demonstrate the first aid treatment for corrected bone fractures. IRO A, B, C, D, E, F, G.</p>	<p>c. Complete definition and list at least three causes of shock.</p>	<p>16.a. Accuracy of programmed learning unit. b. Accuracy of practice signature. c. Accuracy of demonstration.</p>
<p>13. The student will identify signs and symptoms of shock. IRO A, C, G.</p>	<p>13.a. Complete the Johnson and Johnson programmed learning unit on shock. b. Complete a multiple choice worksheet identifying the signs and symptoms of shock.</p>	<p>13.a. Accuracy of programmed learning unit. b. Number of signs and symptoms of shock correctly identified on learning unit. c. Accuracy of worksheet.</p>
<p>14. The student will demonstrate knowledge of the first aid treatment for shock. IRO A, B, C, D, E, F, G, K.</p>	<p>14.a. Watch classroom demonstration on treatment of shock. b. Practice shock first aid techniques with classmates. c. Demonstrate first aid treatment of shock at instructor's request.</p>	<p>14.a. Accuracy of practice sessions. b. Accuracy of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>15. The student will identify symptoms of bone fractures. IRO A, C, F, G, H.</p>	<p>15.a. Read and discuss in class the section on fractures in <u>Standard First Aid</u>. b. Examine x-rays and photographs to attempt to determine the presence of fractures. c. Complete worksheet on symptoms of bone fractures.</p>	<p>15.a. Level of participation in class discussion. b. Number of signs and symptoms identified on worksheet.</p>
<p>16. The student will be able to demonstrate the first aid treatment for suspected bone fractures. IRO A, B, C, D, E, F, G.</p>	<p>16.a. Watch as instructor demonstrates first aid techniques for suspected bone fractures. b. Complete the Johnson and Johnson programmed learning unit on fractures. c. Practice making and applying slings. d. Practice making and applying splints. e. Perform demonstration at instructor's request.</p>	<p>16.a. Accuracy of programmed learning unit. b. Accuracy of practice sessions. c. Accuracy of demonstration.</p>
<p>17. The student will define respiration, circulation, and CPR. IRO A, H.</p>	<p>17.a. Listen to lecture on CPR. b. Watch respiration demonstration using an invisible breathing man. c. Watch circulation demonstration using a heart model. d. Match correct definitions to terms on a worksheet.</p>	<p>17.a. Level of participation in class activities. b. Accuracy of worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>18. The student will demonstrate knowledge of CPR theories. IRO A, B, C, D, F, G, H.</p>	<p>18.a. View and discuss a CPR film. b. Read and discuss the Red Cross CPR booklet. c. Complete programmed learning unit on CPR. d. Take CPR examination.</p>	<p>18.a. Level of participation in class discussion. b. Accuracy of learning unit. c. Score on examination.</p>
<p>19. The student will demonstrate CPR techniques. IRO A, B, C, D, E, F.</p>	<p>19.a. Watch CPR technique demonstration. b. Use mannikin to practice CPR techniques. c. Demonstrate CPR techniques at instructor's request.</p>	<p>19.a. Accuracy of practice sessions. b. Accuracy of demonstration.</p>
<p>20. The student will identify at least six signs and symptoms of illness. IRO A, C, K, L.</p>	<p>20.a. View and discuss a film-strip on illness. b. Use a thermometer to take temperatures (oral, rectal and axillary) and state deviations from normal. c. Discuss changes in skin, eyes, throat, and behavior which might indicate illness. d. Check pulse and respirations and state deviations from normal. e. Define nausea, vomiting and diarrhea. f. Complete a worksheet indicating aspects of pain to be considered in determining extent of illness.</p>	<p>20.a. Level of participation in class discussion. b. Accuracy of temperatures, pulses and respirations taken. c. Accuracy of definitions. d. Accuracy of worksheets. e. Number of signs and symptoms listed.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>21. The student will identify ways germs are spread and methods for preventing their spread. IRO B, D, E, G, H, I, K.</p>	<p>g. Complete a worksheet listing signs and symptoms of illness.</p> <p>21.a. Read and discuss the booklet "How to Catch a Cold". b. Complete a bulletin board on germs, their spread and control. c. Complete a worksheet listing ways germs are spread and methods of preventing their spread.</p>	<p>21.a. Level of participation in class discussion. b. Accuracy of health record and bulletin board. c. Score on worksheet.</p>
<p>22. The student will demonstrate techniques for care of invalids. IRO B, C, D, E, G, I.</p>	<p>22.a. Watch and practice techniques for invalid care using a classroom mannikin to demonstrate:</p> <ol style="list-style-type: none"> 1) using a bed pan or urinal 2) giving a bed bath 3) changing bed linen 4) changing clothing 5) range of motion exercises 6) positioning 7) feeding <p>b. Discuss special dietary needs of invalids. c. Measure solid and liquid medications following written directions. d. Demonstrate techniques at instructor's request.</p>	<p>22.a. Level of participation in class discussion. b. Accuracy of practice sessions. c. Accuracy of demonstrations.</p>
<p>23. The student will identify medical facilities that might be used by his/her family. IRO A, B, C, D, E.</p>	<p>g. Complete a worksheet listing signs and symptoms of illness.</p> <p>21.a. Read and discuss the booklet "How to Catch a Cold". b. Complete a bulletin board on germs, their spread and control. c. Complete a worksheet listing ways germs are spread and methods of preventing their spread.</p> <p>22.a. Watch and practice techniques for invalid care using a classroom mannikin to demonstrate:</p> <ol style="list-style-type: none"> 1) using a bed pan or urinal 2) giving a bed bath 3) changing bed linen 4) changing clothing 5) range of motion exercises 6) positioning 7) feeding <p>b. Discuss special dietary needs of invalids. c. Measure solid and liquid medications following written directions. d. Demonstrate techniques at instructor's request.</p>	<p>23.a. Level of participation in class discussion. b. Number of facilities and phone numbers listed.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>23. The student will demonstrate the use of health records and invalid logs. IRO B, K.</p>	<p>23.a. Read and discuss the "Home Nursing Handbook". b. Complete a family health record using information furnished by the instructor. c. Complete a daily invalid log using information furnished by the instructor.</p>	<p>23.a. Level of participation in class discussion. b. Accuracy of health record and log.</p>
<p>24. The student will interpret terms from health insurance forms and policies. IRO F, I, K, L.</p>	<p>24.a. Listen to and interview an insurance agent and adjustor. b. Read and discuss various health insurance forms and policies. c. Complete a worksheet matching terms from health insurance forms and policies with their definitions.</p>	<p>24.a. Level of participation in interview. b. Number of terms correctly interpreted.</p>
<p>25. The student will identify medical facilities that might be used by his/her family. IRO F, G, I, K, L.</p>	<p>25.a. Discuss care provided by various medical facilities. b. Discuss cost-efficiency of various medical facilities. c. Compile a list of medical facilities and phone numbers for use by his/her family.</p>	<p>25.a. Level of participation in class discussion. b. Number of facilities and phone numbers listed.</p>

1. Intermediate Range Objectives

1.6 Safety

The student, completing the safety area of the personal and family care curriculum, will:

A. Demonstrate knowledge of what constitutes safe practices and procedures. LRO I, II, III.

B. Relate the application of reasonable safety precautions to daily living. LRO II, V, VI, VII, X, XII.

C. Identify safety precautions applicable to known hazardous situations. LRO II, V, VI, VII.

D. Identify means of making the environment safe. LRO II, III, IV, V, VI, VII, VIII, IX, XII.

E. Evaluate the potential risks of various situations. LRO II, VI, VIII, IX, X, XII.

F. Develop abilities to determine safe behaviors to reduce the possibility of personal injury or death. LRO II, V, VI, VII, X, XII.

G. Recognize that accidents are caused by human and environmental factors. LRO II, V, VII, X, XI.

H. Recognize that accidents can result in injury, property damage and/or death. LRO I, II, V, VIII.

I. Develop an awareness that natural and man-made environmental factors influence health and safety. LRO I, II, III, VII, VIII.

J. Identify environmental conditions that can be modified or controlled to maximize safety. LRO I, II, V, VI, VII, VIII, IX, X, XII.

K. Interpret the role of the individual or organization in preventing accidents. LRO II, III, IV, V, VI, VII, VIII, IX, X, XII.

L. Develop skills necessary to prevent, control, or eliminate safety hazards. LRO II, V, VI, VII, XII.

Performance Objectives	Enriching Activities	Evaluation of Learning
<p>Upon completing the safety units of the personal and family care curriculum, the student should be able to meet the following objectives:</p> <p>1. The student will identify potential hazards and causes of accidents. LRO A, B, C, D, G, H, I, J.</p> <p>2. The student will identify ways to eliminate potential hazards. LRO A, B, C, D, E, F, G, H, I, J, K.</p>	<p>Activities and materials will enable the student to:</p> <p>1. Participate in classroom demonstrations using materials from the Accident Prevention Series.</p> <p>2. View and discuss films and slides on accident prevention.</p> <p>3. Complete a "Stop to Safety" activity book.</p> <p>4. Listen to and discuss a record (recording of a performance) from the Accident Prevention Series.</p> <p>5. Read the "Home and Automobile" level safety program published by the National Highway Traffic Safety Administration.</p> <p>6. Develop a display of safety fire extinguishers.</p> <p>7. Interview a local fire department.</p>	<p>1. Level of participation in class discussion.</p> <p>2. Level of participation in assignments.</p> <p>3. Accuracy of responses.</p> <p>4. Level of student interest in the program.</p> <p>5. Level of participation in class discussion.</p> <p>6. Accuracy of responses.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the safety unit of the personal and family care curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to: * **</p>	<p>Evaluation of the student will be based on: *</p>
<p>1. The student will identify potential hazards and causes of accidents. IRO A, B, C, D, E, G, I, J.</p>	<p>1.a. Participate in classroom demonstrations using materials from the Accident Prevention Services. b. View and discuss films and slides on accident prevention. c. Complete a "Steps to Safety" bulletin board.</p>	<p>1.a. Level of participation in class discussion. b. Level of participation in demonstrations. c. Accuracy of bulletin board.</p>
<p>2. The student will identify ways to eliminate potential hazards. IRO A, B, C, D, E, F, G, I, J, K.</p>	<p>2.a. Listen to and interview a panel consisting of a policeman, a fireman, hospital safety coordinator, and an insurance adjustor. b. Read in class and discuss the four safety pamphlets published by the Missouri Division of Health. c. Compile a display of poisons from his/her home. d. Demonstrate how a plastic bag clings with static electricity.</p>	<p>2.a. Level of participation during panel interview. b. Level of participation in class discussion. c. Number of hazards and ways to eliminate them correctly listed.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>3. The student will cite rules to follow in case of fire. IRO A, C, E, F, H, L.</p>	<p>e. Complete a list of potentially hazardous situations in his/her home and school and identify ways to eliminate them.</p> <p>3.a. View and discuss film on fire prevention and safety. b. Discuss rules he/she follows if he/she has a fire drill at home and at school. c. Demonstrate proper use of various types of fire equipment. d. Demonstrate procedures for contacting help in case of fire.</p>	<p>3.a. Level of participation in class discussion. b. Accuracy of demonstrations.</p>
<p>4. The student will identify unsafe conditions which might cause falls. IRO A, E, G, I, J, K.</p>	<p>4.a. Read in class and discuss the pamphlet "Falls Hurt". b. Assess, with other members of the class, groups of pictures portraying various hazards that might cause falls. c. Complete a checklist identifying unsafe conditions which might cause falls in his/her home.</p>	<p>4.a. Level of participation in class discussion. b. Accuracy of assessment of pictures. c. Accuracy of checklist.</p>
<p>5. The student will identify ways to eliminate the potential hazards identified above. IRO A, B, C, D, F, G, I, J, K, L.</p>	<p>5.a. View and discuss the Health Education Services filmstrip on fall prevention.</p>	<p>5.a. Level of participation in class discussion. b. Accuracy of completed worksheets.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>9. The student will identify procedures to follow when appliances are found defective. IRO A, B, C, D, E, F, J, K.</p>	<p>b. Complete matching worksheet identifying ways to eliminate causes of falls. c. Use checklist to complete worksheet on ways to eliminate hazards previously identified.</p>	<p>9.a. Level of participation in class discussion. b. Accuracy of checklist.</p>
<p>10. The student will demonstrate 6. The student will demonstrate knowledge of rules for the safe use of household tools. IRO A, B, C, E, F, G, H, K, L.</p>	<p>10.a. View and discuss filmstrip. 6.a. Observe and interview a manual arts instructor demonstrating the proper use of tools commonly found in the home. b. Demonstrate correct use of tools at instructor's request.</p>	<p>10.a. Level of participation in 6.a. Level of participation in demonstration and interview. b. Quality of demonstration.</p>
<p>7. The student will be able to demonstrate the safe use of electrical appliances. IRO A, B, C, E, F, G, H, I, K.</p>	<p>7.a. Observe a classroom demonstration of the safe use of electrical appliances. b. Complete a worksheet listing common errors made when using electrical appliances. c. Demonstrate safe use of electrical appliances.</p>	<p>7.a. Level of participation during demonstration. b. Accuracy of worksheet. c. Accuracy of demonstration.</p>
<p>8. The student will inspect electrical appliances for defects. IRO B, C, D, E, I, J, L.</p>	<p>8.a. Observe and interview a small appliance repairman during a guest lecture and demonstration. b. Read and discuss "About Electricity in the Home". c. Inspect appliances.</p>	<p>8.a. Level of participation during lecture and demonstration. b. Level of participation in class discussion. c. Accuracy of appliance inspection.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>9. The student will identify procedures to follow when appliances are found defective. IRO A, B, C, D, E, F, J, K.</p>	<p>9.a. Continue activity 8.a. b. Read and discuss "Mini-manual on Electrical Safety". c. Complete an appliance safety checklist.</p>	<p>9.a. Level of participation in class discussion. b. Accuracy of checklist.</p>
<p>10. The student will demonstrate procedures for lifting and transporting injured persons. IRO A, E, F, K.</p>	<p>10.a. View and discuss filmstrip on lifting and transporting safely. b. Demonstrate procedures for lifting without injury to themselves or others. c. Demonstrate procedures for safely transporting.</p>	<p>10.a. Level of participation in classroom discussion. b. Accuracy of demonstrations.</p>
<p>11. The student will demonstrate knowledge for developing an action safety program. IRO A, B, C, D, E, F, G, I, J, K, L.</p>	<p>11.a. View and discuss films and slides about safety equipment and clothing from the state accident prevention service. b. List at least 8 pieces of safety equipment and clothing and their uses. c. State hazards involved in failure to use appropriate safety equipment and clothing. d. State hazards of at least 6 frequently worn non-safety garments. e. Develop an action safety program.</p>	<p>11.a. Level of participation in class discussion. b. Accuracy of completed lists. c. Accuracy of completed program.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>12. The student will evaluate work areas for organization, neatness and safety. IRO C, D, E, F, G, I, J, K, L.</p>	<p>12.a. Participate in classroom discussion of appropriate and safe organization of work areas. b. Analyze pictures to determine appropriateness and safety of variously organized work areas. c. Evaluate work areas for organization, neatness and safety using checklist.</p>	<p>12.a. Level of participation in class discussion. b. Accuracy of checklist. c. Quality of evaluation.</p>
<p>13. The student will select appropriate storage for potentially hazardous items. IRO A, B, C, D, E, F, G, I, J, K, L.</p>	<p>13.a. Discuss safe storage of equipment and materials. b. Discuss hazards of improper storage of equipment and materials. c. Complete a worksheet matching potentially hazardous items with appropriate storage containers.</p>	<p>13.a. Level of participation in class discussion. b. Number of appropriate storage areas accurately selected on worksheet.</p>
<p>14. The student will demonstrate understanding of instructions on safety signs. IRO C, F, K, L.</p>	<p>14.a. Discuss coding on safety signs. b. Use a worksheet to match safety signs with the procedure for following instructions given on various signs. c. State procedures to follow to comply with directions on signs displayed by the instructor.</p>	<p>14.a. Level of participation in class discussion. b. Accuracy of worksheet.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>15. The student will identify situations where emotional upsets could cause accidents. IRO A, E, F, G, K.</p>	<p>15.a. View and discuss the film "Accidents Don't Just Happen". b. Complete a worksheet listing dangers resulting from emotional upset. c. Role play stress situations using guidelines furnished by the instructor.</p>	<p>15.a. Level of participation in class discussion. b. Accuracy of worksheet. c. Quality of role playing.</p>

Intermediate Range Objectives

1.7 Substance Abuse

The student, completing the substance abuse area of the personal and family care curriculum, will:

A. Demonstrate knowledge of the important, scientific facts concerning the nature, use and effects of substances. LRO X.

B. Apply criteria to analyze and evaluate his/her attitudes and feelings about various substances. LRO III, VI, X.

C. Accept responsibility for making decisions regarding use and/or abuse of various substances. LRO V, VI, VII, XII.

D. Develop an awareness of laws and regulations concerning use, sale and possession of various controlled substances. LRO V, VII.

E. Develop skills in understanding personal and interpersonal family and community related problems associated with the use and abuse of various substances. LRO VI, X, XI.

F. Exhibit an awareness of health hazards associated with the use and abuse of various substances. LRO I, II, V, VIII.

G. Identify and evaluate propoganda and advertisements concerning various substances. LRO IV, VI, X, XII.

H. Develop an understanding that mental and physical health can best be attained and maintained without the improper use of various substances. LRO I, II, V, VI, X, XII.

I. Identify ways of dealing with tensions and problems that exclude the use of various substances. LRO VI, VII, X, XI, XII.

J. Correctly and accurately use vocabulary related to the problems of substance abuse. LRO X, XII.

K. Identify facilities and methods available for the treatment of substance abusers. LRO IX, XI.

Performance Objectives	Learning Activities	Evaluation
<p>Upon completing the substance abuse unit of the personal and family health curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to:</p>	<p>1. List of the student's learned unit.</p>
<p>1. The student will define key terms related to substance abuse. (LRO IX, XI)</p>	<p>1. W. Read and discuss "Drug Abuse". 2. Discuss substance abuse lesson.</p>	<p>1. List of participation about definitions. 2. Number of terms correctly defined.</p>
<p>2. The student will demonstrate knowledge of the difference between legal and illegal use of drugs. (LRO IX, XI)</p>	<p>1. W. Read and discuss "Drug Abuse" from the Drug Information System".</p>	<p>1. List of participation in the discussion. 2. Number of students.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the substance abuse unit of the personal and family health curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to:</p> <p>* **</p>	<p>Evaluation of the student will be based on:</p> <p>*</p>
<p>1. The student will define key terms related to substance abuse. IRO A, J.</p> <p>2. The student will demonstrate knowledge of the difference between legal and illegal use of drugs. IRO D.</p>	<p>1.a. Read and discuss "Drugs of Abuse".</p> <p>b. Define substance abuse terms:</p> <ol style="list-style-type: none"> 1) abuse 2) drug 3) alcohol 4) tobacco 5) substance 6) hallucinogen 7) narcotic 8) depressant 9) barbituate 10) psychological dependence 11) addicted 12) stimulant 13) prescription 14) over-the-counter <p>2.a. View and discuss filmstrips from the "Drug Information Series".</p>	<p>1.a. Level of participation in class discussion.</p> <p>b. Number of terms correctly defined.</p> <p>2.a. Level of participation in class discussion.</p> <p>b. Accuracy of statement.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>1. The student will identify family or community problems resulting from substance abuse. IRO J.</p>	<p>b. Discuss information obtained from sample prescriptions. c. State difference between legal and illegal use of drugs at instructor's request.</p>	<p>1.a. Level of participation in panel interview. 1.b. Number of problems listed.</p>
<p>3. The student will demonstrate knowledge of the effects of various substances on the body and body systems. IRO A, F, J.</p>	<p>3.a. Read and discuss the pamphlet series "Drugs, Narcotics, Hallucinogens, Marijuana, Uppers and Downers". b. Complete a worksheet listing substances by their correct classification.</p>	<p>3.a. Level of participation in class discussion. b. Accuracy of worksheet.</p>
<p>4. The student will identify reasons persons use and/or abuse substances. IRO E, G, H, J.</p>	<p>4.a. Interview an ex-drug abuser. b. Continue activity 3.a. c. State reasons persons use and/or abuse substances at instructor's request.</p>	<p>4.a. Level of participation in interview. b. Number of reasons for use and/or abuse stated.</p>
<p>5. The student will justify his/her decision to use or not use specific substances. IRO A, B, C, D, E, F, G, H, I.</p>	<p>5.a. Read and discuss "Drug Dilemma". b. Role play situation using guidelines given by the instructor plus information gotten in activities 3.a. and 4.a.</p>	<p>5.a. Level of participation in class discussion. b. Number of reasons given during role playing.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will identify family or community problems resulting from substance abuse. IRO E.</p>	<p>7.a. Interview a panel consisting of a policeman, a clergyman, a counselor from a substance abuse institution and an ex-abuser. b. List family or community problems resulting from substance abuse on a worksheet.</p>	<p>7.a. Level of participation in panel interview. b. Number of problems listed.</p>
<p>8. The student will identify sources of treatment for substance abuse. IRO B, D, E, F, H, K.</p>	<p>8.a. Interview personnel from various social service agencies and centers. b. Complete a social services directory including names, addresses, phone numbers and services rendered by agencies which will give treatment to substance abusers. c. Complete a worksheet listing community sources of treatment for substance abuse.</p>	<p>8.a. Level of participation in interviews. b. Number of agencies accurately listed in directory. c. Number of sources listed on worksheet.</p>
<p>9. The student will identify types of beverages that contain alcohol. IRO A, B, F, H, I, K.</p>	<p>9.a. Participate in community symposium on alcoholism and discuss information obtained. b. Review items listed in 1.a. as substances. c. Use worksheet to identify beverages that contain alcohol.</p>	<p>9.a. Level of participation in symposium. b. Number of beverages identified.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>10. The student will identify alcoholism as an illness that can be treated. IRO A, B, E, F, H, I, J, K.</p>	<p>10.a. Continue activities in 9.a. and 8.b. b. Discuss "what is alcoholism". c. Complete worksheet defining alcoholism.</p>	<p>10.a. Level of participation in class discussion. b. Accuracy of definition.</p>
<p>11. The student will identify safety problems associated with the use of specific substances. IRO E, F.</p>	<p>11.a. Participate in a class discussion of the hazards of substance abuse. b. Role play situations in which the use of substances creates safety hazards (include: fire from cigarettes, auto accidents due to ineberation, and falls from altered equilibrium due to use of substances). c. List safety hazards associated with the use of specific substances.</p>	<p>11.a. Level of participation in class discussion. b. Accuracy of role playing. c. Number of hazards listed.</p>

K. Recognize Intermediate Range Objectives

physical problem. LRO 1.8 Human Sexuality . III, V, XI, XII.

The student, completing the human sexuality areas of the personal and family care curriculum, will: VI, X.

A. Correctly use a scientific vocabulary which permits a dignified discussion of natural processes. LRO III, X.

B. Identify reproduction as a natural and normal body function. LRO I, V, VIII.

C. Demonstrate knowledge of the anatomical and biological process of reproduction. LRO I, II.

D. Demonstrate understanding by exhibiting wholesome, healthy attitudes toward human sexuality. LRO III, IV, XI.

E. Relate the physiological change taking place in his/her body to expected human growth patterns. LRO I, II, V, VI, XII.

F. Exhibit respect for interpersonal relations, social mores and authority. LRO III, IV, VI, VII.

G. Recognize the role of the endocrine glands on behavior. LRO I, V, VIII, X, XI.

H. State the physical, emotional and social changes and adjustments involved in growing and developing from childhood to adulthood. LRO I, II, III, VI, VII, VIII, XI, XII.

I. Relate masculinity and femininity to patterns of behavior that are characteristic of a particular society. LRO III, IV, VI, VII.

J. Apply criteria for selecting alternatives to childbearing. LRO I, II, III, V, VI, IX, X, XI, XII.

K. Recognize and relate V.D. as both a social and a physical problem. LRO I, II, V, VII, VIII, IX, X, XI, XII.

L. Increase his/her awareness of controversial deviations of sexual behavior. LRO I, II, III, IV, V, VI, X.

M. Apply criteria to analyze and evaluate his/her attitudes about human sexuality. LRO III, IV, VI.

N. Identify facilities available for counseling or treatment of sex related problems (i.e., birth control, V.D., etc.). LRO VII, IX, X, XII.

Performance Objectives	Teaching Activities
Upon completing the home sexuality role of the family and personal care curriculum, the student should be able to meet the following objectives.	Activities and materials will enable the student to:
1. The student will identify the organs of the reproductive system. LRO B, E.	1.a. Participate in lecture and discussion of reproduction. 1.b. List the functions of the reproductive organs.
2. The student will define reproductive terms. LRO A, G.	2.a. Hear and discuss the film "Myths of Reproduction." 2.b. Compile a glossary of reproductive terminology.
3. The student will demonstrate understanding of fertilization. LRO A, B, G.	3.a. Read and discuss "The Fertilization Process." 3.b. Study maps in fertilization at conception & implantation.
4. The student will identify changes that occur during puberty. LRO A, B, C, D, E, G, H.	4.a. View and discuss filmstrip "Why in Heck would I get a Moon?" 4.b. Read and discuss film completion exercises for filmstrip "Why in Heck would I get a Moon?" 4.c. Identify that all changes that occur during puberty.

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the human sexuality unit of the family and personal care curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to:</p> <ul style="list-style-type: none"> * View and discuss the film "Miracle of Reproduction". ** Complete a chart identifying the process of reproduction. 	<p>Evaluation of the student will be based on:</p> <ul style="list-style-type: none"> * Accuracy of chart.
<p>1. The student will identify the organs of the reproductive system. IRO B, C.</p> <p>2. The student will define reproductive terms. IRO A, C.</p> <p>3. The student will demonstrate understanding of fertilization. IRO A, B, C.</p> <p>4. The student will identify changes that occur during puberty. IRO A, B, C, D, E, G, H.</p>	<p>1.a. Participate in lecture and discussion of reproduction. b. List the functions of the reproductive organs.</p> <p>2.a. View and discuss the film "Miracle of Reproduction". b. Compile a "dictionary" of reproductive terminology.</p> <p>3.a. Read and discuss "The Human Story". b. State steps in fertilization at instructor's request.</p> <p>4.a. View and discuss filmstrips "Boy to Man" and/or "Girl to Woman". b. Read and discuss the companion booklets for the above filmstrips. c. Compile a list of changes that occur during puberty.</p>	<p>1.a. Level of participation in class discussion. b. Accuracy of list.</p> <p>2.a. Level of participation in class discussion. b. Number of terms and definitions correctly matched.</p> <p>3.a. Level of participation in class discussion. b. Quality of completed statement.</p> <p>4.a. Level of participation in class discussion. b. Number of changes listed.</p>

Performance Objectives	Enabling Activities	Evaluation
5. The student will demonstrate understanding of the process of menstruation. IRO A, B, C, H.	5.a. Discuss the Kimberly-Clark female reproductive anatomy chart. b. View and discuss the film "Story of Menstruation". c. Complete a chart identifying the process of menstruation.	5.a. Level of participation in class discussion. b. Accuracy of chart.
6. The student will demonstrate knowledge of birth control methods. IRO A, B, C, D, F, J, N.	6.a. Interview personnel of a family-planning clinic during a field trip. b. Read and discuss the <u>Family Circle</u> chart of birth control methods and their effectiveness. c. Discuss reasons for choosing to use or refrain from using a method of birth control. d. Make tape recording stating his/her choice of birth control methods and reasons for that choice.	6.a. Level of participation in interview. b. Level of participation in class discussion. c. Quality of tape recording.
7. The student will identify the mode of transmission of V.D. IRO A, F, K, L, M.	7.a. Interview a guest lecturer (doctor or nurse) as to the transmission of V.D. b. Discuss mode of transmission of V.D. c. Complete a worksheet identifying the mode of transmission of V.D.	7.a. Level of participation in interview. b. Level of participation in class discussion. c. Accuracy of worksheet.

Performance Objectives	Enabling Activities	Evaluation
8. The student will demonstrate understanding of the symptoms of V.D. IRO A, K, N.	8.a. View and discuss film "Dance Little Children" or "The Invader". b. Continue activity 7.a. c. Compile a chart listing at least five symptoms of V.D.	8.a. Level of participation in class discussion. b. Number of symptoms listed on chart.
9. The student will identify methods of diagnosing and sources of treatment for V.D. IRO A, K, N.	9.a. Continue activity 7.a. b. Read in class and discuss the Public Health pamphlet "V.D." c. Add three methods of diagnosing and three sources of treatment to the chart on V.D.	9.a. Level of participation in class discussion. b. Number of methods and sources listed in chart.
85 10. The student will identify controversial sex behaviors. IRO A, B, D, F, H, I, L, M.	10.a. View and discuss filmstrip "Sex-A Moral Dilemma". b. Discuss: 1) premarital sex 2) petting 3) masturbation 4) homosexuality c. Make a collage of media articles about controversial deviations of sex behavior.	10.a. Level of participation in class discussion. b. Quality of collage.

3. Identify Intermediate Range Objectives

1.9 Family Living

The student, completing the family living area of the personal and family care curriculum, will:

A. Develop an awareness of the significance of the family.
LRO II, IV, VII.

B. Expand his/her knowledge, understanding and acceptance of the roles and responsibilities of family members. LRO II, VII.

C. Increase his/her awareness of the interrelationship of the family, culture, and individual. LRO III, VII.

D. Recognize that home and family life may reflect different values, standards and aspirations and yet be adequate. LRO II, III, IV, VII.

E. Identify, analyze and clarify individual and family values and goals. LRO III, IV, VII.

F. Expand his/her acceptance of individual and family differences. LRO III, IV, VII.

G. Exhibit an awareness of the family life cycle. LRO II, XI.

H. Develop problem-solving and decision making skills as related to personal development, behavior and family relationships. LRO II, III, IV, V, VI, VII, IX, XI, XII.

I. Recognize and accept the consequences of choice-making. LRO II, XI, IX, X.

J. Identify sources and interpret the roles of professional expertise in family and individual counseling. LRO VI, IX, X, XI, XII.

K. Identify the roles of various cultural institutions (i.e., dating, engagements, marriage, funerals, divorce, etc.). LRO II, IV, VI, VII, XI.

Performance Objectives	Building Activities	Evaluation
<p>Upon completing the family life unit of the personal and family case curriculum, the student should be able to meet the following objectives.</p> <p>1. The student will identify functions the family fulfills in relation to the individual. LRO 4, 5, 6.</p>	<p>Activities and materials will include the student to:</p> <p>1. Interview several members of their own and other families to discover the function of the family.</p> <p>2. Report to the class on their findings.</p> <p>3. Analyze the functions of their own family in their life and the role which fulfill in the family.</p> <p>4. Report to the class and discuss functions of the family in relation to family members:</p> <ul style="list-style-type: none"> 1) intelligent 2) physical 3) emotional 4) intellectual 5) spiritual 6) mental 7) economic 	<p>1. a. Level of participation b. Quality of results</p>
<p>2. The student will identify functions fulfilled by each member of his/her family. LRO 4, 5, 6.</p>	<p>1. Interview a group of parents and community leaders about the role and responsibility of the family.</p>	<p>1. a. Level of participation b. Level of participation in class discussion</p>

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the family life unit of the personal and family care curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to: * **</p>	<p>Evaluation of the student will be based on: *</p>
<p>1. The student will identify functions the family fulfills in relation to the individual. IRO A, B, C.</p>	<p>1.a. Interview several members of their own and other families to discover the function of the family. Report to the class on his/her findings. b. Analyze the function of his/her family in his/her life and the role he/she fulfills in the family. Report to the class and discuss functions of the family in relation to basic needs: 1) biological 2) physical 3) emotional 4) intellectual 5) spiritual 6) social 7) economic.</p>	<p>1.a. Level of participation in class discussion. b. Quality of reports.</p>
<p>2. The student will identify functions fulfilled by each member of his/her family. IRO A, B, F.</p>	<p>2.a. Interview a panel of parents and community leaders about the role and responsibility of the family.</p>	<p>2.a. Level of participation in interview. b. Level of participation in class discussion.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>1. The student will demonstrate knowledge of problem solving techniques applicable to family conflicts. IRO B, C, D, E, F, G, H, J.</p>	<p>b. View and discuss the film "Parents Are People Too". c. Complete a "family tree" listing at least two functions fulfilled by each member of his/her family.</p>	<p>c. Number of functions listed on "family tree". b. Level of participation in class discussion. c. Quality of role playing.</p>
<p>3. The student will demonstrate knowledge of the composition of various family units. IRO A, B, C, D, F.</p>	<p>3.a. Continue activity 2.a. b. Discuss: 1) two-parent families 2) one-parent families 3) three generation families 4) small/large families 5) interracial families 6) interfaith families 7) families of different cultures. c. Complete a worksheet listing the composition of at least 4 different family units.</p>	<p>3.a. Level of participation in class discussion. b. Quality of completed list.</p>
<p>1. The student will identify types of the family life cycle. IRO A, C, G.</p>	<p>4.a. View and discuss "A Family Affair" and/or "Walk in Their Shoes". b. Read and discuss the pamphlet "Young Adults and their Parents".</p>	<p>7.a. Level of participation in class discussion. b. Number of worksheets.</p>
<p>2. The student will demonstrate knowledge of areas of conflict frequently experienced in a family. IRO B, C, D, E, F, H, K.</p>	<p>4.a. View and discuss "A Family Affair" and/or "Walk in Their Shoes". b. Read and discuss the pamphlet "Young Adults and their Parents".</p>	<p>7.a. Level of participation in class discussion. b. Number of areas of conflict listed during discussion.</p>

Performance Objectives

Enabling Activities

Evaluation

5. The student will demonstrate knowledge of problem solving techniques applicable to family conflicts. IRO B, C, D, E, F, G, H, J.

5.a. Interview a social worker about techniques for solving family problems.
b. View and discuss "Sibling Rivalries and Parents".
c. Role play problem-solving techniques.

5.a. Level of participation in interview.
b. Level of participation in class discussion.
c. Quality of role playing.

6. The student will identify activities that promote family unity. IRO B, C, E.

6.a. Discuss "things my family has done that make me feel good".
b. Discuss "things I can do for my family that will help them feel good".

6.a. Level of participation in class discussion.
b. Number of activities identified.

7. The student will identify stages of the family life cycle. IRO A, C, G.

7.a. Discuss the American Social Health chart "Family Life Cycle".
b. Complete a worksheet illustrating at least 6 stages of the family life cycle.

7.a. Level of participation in class discussion.
b. Accuracy of worksheet.

8. The student will demonstrate knowledge of concerns teenagers have during the dating years. IRO C, E, F, G, H, I, K.

8.a. Read and discuss "Climbing the Dating Ladder" from Your Family Today and Tomorrow.
b. View and discuss films on dating.
c. Discuss:
1) purpose of dating
2) asking for and refusing a date

8.a. Level of participation in class discussion.
b. Number of concerns listed.

Performance Objectives	Enabling Activities	Evaluation
<p>12. The student will identify reasons for marrying and for consulting single. IRO B, E, F, H, I, J.</p>	<p>8.3) what to do and not do on a date 4) where to go on a date 5) who pays 6) time to be home 7) going steady.</p>	<p>12.a. Level of participation in interview. b. Level of participation in class discussion. c. Quality of worksheet.</p>
<p>9. The student will identify concerns parents have regarding dating. IRO B, C, D, E, F.</p>	<p>9.a. Interview several parents (not his/her own) regarding concern about dating behavior. b. Report to class regarding interviews. c. Compile a list of parental concerns.</p>	<p>9.a. Quality of report to class. b. Number of concerns listed.</p>
<p>10. The student will understand the significance of the engagement period. IRO C, G, H, I, J, K.</p>	<p>10.a. View and discuss the film "Meaning of Engagement". b. Role play "getting engaged".</p>	<p>10.a. Level of participation in class discussion. b. Quality of role playing.</p>
<p>11. The student will identify activities considered to be a part of the engagement event. IRO C, D, E, F, H, I, K.</p>	<p>11.a. Discuss "Is an engagement really necessary?" b. Analyze engagement announcements from the newspaper. c. Write an announcement. d. Plan engagement parties of different types and costs (include family parties, a party for friends, "just we two", low-budget party and a shower).</p>	<p>11.a. Level of participation in class discussion. b. Quality of analyses. c. Accuracy of announcement. d. Quality of party plans.</p>

Performance Objectives	Enabling Activities	Evaluation
12. The student will identify reasons for marrying and for remaining single. IRO D, E, F, H, I, J.	<p>12.a. Interview a marriage counselor or clergyman as to the reasons for marrying or choosing to remain single.</p> <p>b. Read and discuss the pamphlet "Why Some Women Stay Single".</p> <p>c. Complete a worksheet listing at least 3 reasons for marrying and 3 for remaining single.</p>	<p>12.a. Level of participation in interview.</p> <p>b. Level of participation in class discussion.</p> <p>c. Quality of worksheet.</p>
13. The student will identify attitudes and values that influence marriages. IRO C, D, E, F, H, I, J.	<p>13.a. View and discuss the film "Are You Ready for Marriage?"</p> <p>b. Continue activity 12.a.</p> <p>c. Compile a list of attitudes and values which are important to consider before marriage.</p>	<p>13.a. Level of participation in class discussion.</p> <p>b. Number of attitudes and values listed.</p>
14. The student will identify reasons why an engagement might be broken. IRO E, F, H, I, J.	<p>14.a. Continue activity 10.a.</p> <p>b. Discuss "a broken engagement is better than a broken marriage".</p> <p>c. Role play at least 3 situations illustrating reasons why engagements are broken.</p>	<p>14.a. Level of participation in class discussion.</p> <p>b. Quality of role playing.</p>
15. The student will understand how customs and cultures influence weddings. IRO C, D, E, F, G, H, I, J, K.	<p>15.a. Interview a panel of clergy, civil officials, and bridal consultants regarding laws and customs of weddings.</p> <p>b. Read and discuss "With This Ring".</p>	<p>15.a. Level of participation in class discussion.</p> <p>b. Level of participation in interview.</p> <p>c. Quality of completed plans.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>15. The student will demonstrate understanding of the aspects of parenthood. IRO A, E, G, H, I.</p>	<p>c. Plan weddings including:</p> <ol style="list-style-type: none"> 1) official documents needed 2) ceremonies 3) attire 4) decorations 5) announcements 6) invitations 7) pictures 8) receptions 9) honeymoons. 	<p>15.a. Level of participation in interview. b. Level of participation in class discussion. c. Quality of completed bulletin board.</p>
<p>16. The student will identify the legal aspects, responsibilities and obligations accepted when the marriage vows are taken. IRO B, H, I, J.</p>	<p>16.a. Read and discuss the civil ceremony marriage vows and those of various ethnic and religious groups. b. Continue activity 15.a. c. View and discuss the film "When You Marry".</p>	<p>16.a. Level of participation in class discussion. b. Level of participation in interview.</p>
<p>17. The student will identify factors to consider in deciding whether to have children. IRO B, C, D, E, F, G, H, I.</p>	<p>17.a. Read and discuss the McCall's article "When or Whether to Have a Baby". b. Discuss:</p> <ol style="list-style-type: none"> 1) readiness for parenthood 2) finances 3) care needed by children 4) working mothers. <p>c. Complete a worksheet listing factors to be considered in deciding whether to have children.</p>	<p>17.a. Level of participation in classroom discussion. b. Number of factors identified.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>18. The student will demonstrate understanding of the aspects of parenthood. IRO A, B, C, D, G.</p>	<p>18.a. Interview a panel consisting of a couple with their first baby, a couple with school age children, and a couple whose children are all grown. b. Read and discuss the booklet "Responsibility of a Parent". c. Prepare a bulletin board including at least aspects of parenthood.</p>	<p>18.a. Level of participation in interview. b. Level of participation in class discussion. c. Quality of completed bulletin board.</p>
<p>19. The student will identify areas in which problems and conflicts may arise in a marriage. IRO B, C, D, E, F, H, I.</p>	<p>19.a. View and discuss "This Charming Couple". b. Discuss: 1) in-laws 2) sexual relationships 3) social activities 4) religion 5) money management 6) personal interests and habits 7) differences in personality 8) occupational demands.</p>	<p>19.a. Level of participation in class discussion. b. Number of areas of conflict and problems identified.</p>
<p>20. The student will demonstrate knowledge of sources of help in solving marital problems. IRO C, D, H, J.</p>	<p>20.a. View and discuss "This Charming Couple". b. Analyze "Can This Marriage Be Saved" case studies. c. Compile a list of at least 4 sources of help in solving marital problems using the Metropolitan Guide to Social Services.</p>	<p>20.a. Level of participation in class discussion. b. Number of sources of help listed.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>21. The student will understand reasons for separation or divorce. IRO A, C, E, F, H, I, J, K.</p>	<p>21.a. Read and discuss the pamphlet "Divorce". b. Interview a divorce lawyer and report to the class. c. Complete a chart giving reasons for separation and divorce.</p>	<p>21.a. Level of participation in class discussion. b. Quality of report to class. c. Number of reasons listed on chart.</p>
<p>22. The student will identify problems common to the 4 adjustment periods of later life. IRO B, C, G.</p>	<p>22.a. Discuss in class: 1) the empty nest 2) retirement 3) grandparenthood 4) loss of spouse. b. Interview friends or neighbors in each of the above categories and report to the class.</p>	<p>22.a. Level of participation in class discussion. b. Quality of report to class.</p>
<p>23. The student will demonstrate understanding of problems faced by families as their structure changes. IRO G, H, J, K.</p>	<p>23.a. Discuss family structure changes resulting from: 1) birth 2) adoption 3) children leaving home 4) relatives moving in 5) divorce 6) death. b. Continue activity 22.b. c. Role play situations involving problems faced by families as their structure changes.</p>	<p>23.a. Level of participation in class discussion. b. Quality of role playing.</p>

Intermediate Range Objectives

1.10 and 1.11 Prenatal and Child Care

The student, completing the prenatal and child care area of the personal and family care curriculum, will:

A. Identify normal physical and mental changes occurring as a result of pregnancy. LRO I, VIII, X.

B. Exhibit an awareness of the role of prenatal care in infant health and well-being. LRO I, II, V, VI, VII, VIII, X, XII.

C. Demonstrate knowledge of the stages of labor and delivery. LRO I, VIII, X, XII.

D. Demonstrate knowledge of the various stages of growth and development, both pre- and post-natal. LRO I, VIII, X.

E. Recognize the home and family as the ideal background for child growth and development. LRO II, IV, V, VII, XI.

F. Apply criteria for providing a safe environment for children. LRO II, V, VI, VII, XII.

G. Develop an awareness of the individuality of children despite the many characteristics they have in common. LRO I, III, IV, VI, VII.

H. Develop the ability to locate reliable materials and sources of help for child care. LRO II, V, VI, VII, VIII, IX, X, XII.

Performance Objectives	Enabling Activities	Evaluation
<p>Upon completing the prenatal and child care unit of the personal and family care curriculum, the student should be able to meet the following objectives.</p>	<p>Activities and materials will enable the student to:</p> <p>* understand maternal and prenatal care.</p> <p>**</p>	<p>Evaluation of the student will be based on:</p> <p>*</p>
<p>1. The student will identify body changes that are signs and symptoms of pregnancy. IRO A, B.</p>	<p>1.a. View and discuss "The First Visit to the Doctor".</p> <p>b. Discuss advertisements of home E.P.T. test devices.</p> <p>c. List on a worksheet body changes that are signs and symptoms of pregnancy.</p>	<p>1.a. Level of participation in class discussion.</p> <p>b. Number of changes listed.</p>
<p>2. The student will identify rules for good maternal and prenatal care. IRO A, B, E, H, J.</p>	<p>2.a. View and discuss the film-strip "Prenatal Care".</p> <p>b. Review the role of nutrition in pregnancy from unit 3:2.</p> <p>c. Read and discuss the March of Dimes pamphlets on prenatal care, including:</p> <ol style="list-style-type: none"> 1) effects of various substances (i.e., drugs, alcohol, tobacco) 2) exercise 3) diseases 4) radiation 5) emotions 6) medical care 	<p>2.a. Level of participation in class discussion.</p> <p>b. Accuracy of bulletin board.</p>
<p>3. The student will demonstrate the procedure for using infant care equipment. IRO B, E, F, G.</p>		

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will identify community resources pertinent to child care. IRO E, G, I.</p>	<p>d. Prepare a bulletin board identifying at least 5 rules for good maternal and prenatal care.</p>	<p>7.a. Level of participation during visits. b. Number of resources listed.</p>
<p>3. The student will demonstrate understanding of the stages of fetal development. IRO A, B, D.</p>	<p>3.a. Visit a hospital preparation for labor class. b. View and discuss "Biography of the Unborn". c. Complete a worksheet placing in correct sequential order the stages of fetal development.</p>	<p>3.a Level of participation in class discussion. b. Quality of worksheet.</p>
<p>4. The student will understand symptoms of pregnancy as 1) normal, 2) possible complications, or 3) immediate care needed. IRO A, H, J.</p>	<p>4.a. View and discuss the film-strip "Emergency Childbirth". b. Continue activity 3.a. c. Complete a worksheet categorizing symptoms of pregnancy.</p>	<p>4.a. Level of participation in class discussion. b. Accuracy of worksheet.</p>
<p>5. The student will identify stages of labor. IRO A, C.</p>	<p>5.a. Visit a hospital Ob-Gyn unit. b. Continue activity 3.a. c. Complete a worksheet listing at least 3 stages of labor.</p>	<p>5.a. Level of participation during hospital visit. b. Number of stages listed.</p>
<p>6. The student will demonstrate the procedure for using infant care equipment. IRO D, E, F, G, I.</p>	<p>6.a. Discuss equipment necessary for child care. b. Select materials and equipment for a nursery unit. c. Set up a nursery unit. d. Use materials and a mannequin to demonstrate infant care.</p>	<p>6.a. Level of participation in class discussion. b. Appropriateness of equipment selected. c. Appropriateness of nursery arrangement. d. Accuracy of demonstration.</p>

Performance Objectives	Enabling Activities	Evaluation
<p>7. The student will identify community resources pertinent to child care. IRO E, G, I.</p>	<p>7.a. Visit a well-baby clinic. b. Visit a preschool. c. Compile a list of at least 6 community resources pertinent to child care, using the Metropolitan Community Services Directory.</p>	<p>7.a. Level of participation during visits. b. Number of resources listed.</p>
<p>8. The student will complete a care plan for a child from birth to age 6 years. IRO D, E, G, H, I.</p>	<p>8.a. Discuss children's needs at various ages. b. During activities 7.a. and 7.b. complete a worksheet listing: 1) recommendations for physicals and immunizations for children ages birth to 6 years. 2) feeding schedules for children ages birth to 6 years. 3) clothing appropriate for children ages birth to 6 years. 4) toys appropriate for children ages birth to 6 years. c. Complete care plan.</p>	<p>8.a. Level of participation in class discussion. b. Accuracy of care plan.</p>
<p>9. The student will identify the characteristics, needs, and appropriate activities for children from ages 6 to 12 years. IRO D, E, F, H.</p>	<p>9.a. View and discuss "A Long Time To Grow" series. b. Read and discuss the series "Your Child From ___ to ___" (each booklet deals with different ages).</p>	<p>9.a. Level of participation in class discussion. b. Appropriateness of library.</p>

Performance Objectives

Enabling Activities

Evaluation

c. Compile a library of growth and development pamphlets.

*Due to the differing ability levels encompassed by the Vocational Skills students of Special School District, every student is not expected to complete every activity.

**If a student shows competency on a pretest, student will not be expected to do that objective or the enabling activities.

*The terms "level" or "quality" are used here to denote both amount and accuracy of participation and the completed work.

Appendix I

Philosophy of St. Louis County Special School District

The central idea of these philosophical principles is that educators must take a child on the level of his development, analyze the child's abilities and disabilities and advance his education as far as possible. Each individual should have the opportunity to develop intellectually, physically, socially and vocationally commensurate with his developmental ability.

The Special School District accepts the responsibility to provide and support programs which meet the individual needs and competencies of children as each prepares to assume obligations as a citizen in a free society.

To pursue this responsibility, the Special School District requires the support of school personnel and citizens who will obligate themselves to the goals and principles which the school system strives to achieve and uphold.

Appendix II

Unit Area: (numbered with 2 unit digits)

Competency: (numbered with 3 unit digits)

Subcompetency: (numbered with 4 unit digits)

Suggested Activities	Resources/References
To repeat orally	To illustrate
To walk	To put on
To place	To cover with a card
To make	To state
To say	To fill in
To draw	To answer
To point on	To read orally
<p>THESE THINGS MAY BE OBSERVABLE OR MEASURABLE BY FEELING TOUCH</p>	
To make	To label
To find	To read
To identify	To recognize
To match	To answer questions
To identify in writing	To order
To check	To choose
To demonstrate	To add
To supply	To use
To repair	To give
To finish	To measure
To complete	To locate
To locate	To compare
To reject	To handle
To arrange	

Illustration: accepted format for Vocational Skill Centers Daily Living Skills curriculum.

Appendix III

List of observable or measurable terms to be used in writing curriculum and/or IEP's. Developed by CAP staff of Special School District.

THESE TERMS ARE OBSERVABLE OR MEASURABLE

To cross out	To circle
To mark	To shade
To write	To count orally
To label	To line draw
To tell what	To remove
To repeat orally	To underline
To walk	To put on
To place	To cover with a card
To name	To state
To say	To fill in
To draw	To number
To point on	To read orally

THESE TERMS MAY BE OBSERVABLE OR MEASURABLE IF FURTHER DEFINED

To make	To total
To find	To read
To identify	To multiply
To match	To summarize
To identify in writing	To order
To check	To choose
To demonstrate	To add
To supply	To use
To repair	To play
To finish	To measure
To complete	To connect
To locate	To average
To reject	To borrow
To arrange	

Appendix III (Continued)

THESE TERMS ARE NOT OBSERVABLE OR MEASURABLE

To solve	To think critically
To be curious	To determine
To distinguish	To learn
To analyze	To think
To see	To improve
To generate	To be fully aware
To feel	To infer
To know	To conclude
To perceive	To realize fully
To increase	To concentrate
To wonder	To apply
To appreciate	To like
To discover	To create
To test	To become competent
To develop	To gain

1 - Endive book for
students use

12 - Teacher Reference

Interest Levels
 1 - Elementary
 2 - Junior High
 3 - Secondary

1.1	Cooking & Hygiene
1.2	Nutrition
1.3	Food Preparation
1.4	Flour Mix
1.5	Food Analysis
1.6	Food
1.7	Secondary Ethical
1.8	Food Preparation
1.9	Food Safety
1.10	Food Preparation
1.11	Food

Alison
 PO Box 182
 Madison Square St.
 New York, NY 10010

booklets
 J.S. Free

A.P.P.S.S. Publication
 1201 16th Street, N.W.
 Washington, D.C. 20036

Staying During the
 Menstrual Period
 booklet
 J.S.

Appendix IV

American Association
 Poison Control Centers

First Aid for
 Poisoning
 booklets, handouts
 J.S. County Health
 Office

American Cancer Society
 219 East 42nd Street
 New York, NY 10017

The Cigarette How-
ever
 poster
 J.S. Special Order

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u> E - Elementary J - Junior High S - Secondary</p>											
<p>Alanon PO Box 182 Madison Square St. New York, NY 10010</p> <p>booklets J,S Free</p> <p>A.P.P.H.E.R. Publication 1201 16th Street, N.W. Washington, D.C. 20036</p> <p><u>Swimming During the Menstrual Period</u> booklet J,S</p> <p>American Association Poison Control Centers</p> <p><u>First Aid for Poisoning</u> booklets, handouts J,S County Health Office</p> <p>American Cancer Society 219 East 42nd Street New York, NY 10017</p> <p><u>The Cigarette News-paper</u> poster J,S Special Order</p>							X				
				X				X			

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u> E - Elementary J - Junior High S - Secondary</p>											
<p>American Dental Association 211 E. Chicago Chicago, IL 60611</p> <p>teaching aids, booklets E, J, S</p> <p>American Lung Association 911 Locust St. St. Louis, MO 63101</p> <p>(Information on smoking and cancer) booklets Special order & free</p> <p>American Mutual Insurance Co. Wakefield, MA 01880</p> <p><u>"If Fire Breaks Out at Night"</u> booklet E, J, S</p> <p>American Red Cross 4050 Lindell St. Louis, MO 63108</p> <p><u>Basic First Aid</u> book 1,2,3,4 worktext J, S T.G.</p> <p><u>Health & Safety</u> film J, S Red Cross Office</p>	TR						TR				
				X		X					X

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
<u>First 2-1/2 Years</u> film										X	X
J,S Red Cross Office											
<u>Standard First Aid & Personal Safety</u> text				TR							
J,S CAP Office											
<u>Home Nursing-</u> <u>Programmed Instruction</u> student manual				X	X						
J,S											
<u>Mother & Baby Care</u> T.G.				X	X						X
J,S											
American School Health Association Kent, OH 44240											
<u>Health Instructions-</u> <u>Suggestions for</u> <u>Teachers</u> booklet				X	X	X	X	X	X	X	X
E,J,S											
<u>Growth Patterns and</u> <u>Sex Education K-12</u> E,J,S								X			
Bantam Books Inc. 666 5th Avenue New York, NY 10103											
<u>A Sigh of Relief-The</u> <u>First Aid Handbook For</u> <u>Childhood Emergencies</u> (1977)				TR							

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>Charles A. Bennett Co., Inc. Peoria, IL 61614</p> <p><u>First Foods</u> text</p> <p>Channing L. Bete Co. 45 Federal St. Greenfield, MA 01301</p> <p>Scriptograph booklets J,S</p> <p><u>A-B-C's of Safety</u> booklets J,S</p> <p><u>About V.D.</u> booklet J,S</p> <p><u>Family Life Education</u> mini-units J,S Special order</p> <p>Blistex Inc. Oak Brook, IL 60521</p> <p><u>Lip Care</u> pamphlet E,J,S</p> <p>Blue Cross 1430 Olive St. Louis, MO 63103</p> <p><u>Childhood</u> booklet J,S</p>	TR	X				X	X	TR	TR	TR	TR

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Adolescence for Adults</u> booklet J,S</p> <p>Blue Cross 4444 Forest Park St. Louis, MO 63108</p> <p>booklets Free E,J,S</p> <p>Blue Shield 211 E. Chicago Chicago, IL</p> <p><u>Drug Abuse: The Chemical Cop Out</u> booklet J,S</p> <p><u>The Alcoholic American</u> booklet J,S</p> <p>Robert J. Brady Co. 130 - 2nd St., N.E. Washington, D.C. 20002</p> <p><u>Drugs and You</u> kit E,J Special Order</p> <p>Burger King G.P.O. Box 1472 New York, NY 10001</p> <p><u>Fire Safety Program</u> kit E,J,S Special order</p>				TR	TR				TR		

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
Burgess Publishing Co. 426 S. 6th Minneapolis, MN 55415											
<u>Good Grooming for Teenagers</u> workbook J,S	X										
Campana Corporation Batavia, IL											
<u>Getting to Know Yourself</u> student booklets on menstruation								X			
<u>Teenage Skin Problems: True or False Quiz</u> worksheets J,S	X										
Carnation Co. 5045 Wilshire Blvd. Los Angeles, CA 90036											
<u>Treat Yourself Nicely</u> filmstrip J,S Special Order	X							X			
<u>Pregnancy in Anatomical Illustrations</u> booklet J,S										X	
Cereal Institute, Inc. 1111 Plaza Drive Schaumburg, IL 60195											
Good source for instructional materials on nutrition.		X									

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
Child Care Publishers New York, NY											
<u>Prenatal Care</u> 1970 booklet J,S										X	
Co-ed/Forecast Class- rooms 904 Sylva Avenue Englewood Cliffs, NY 07632											
<u>Personal Hygiene</u>	X										
<u>Care of Infants</u>											X
<u>Economy Meal Planning</u>		X									
<u>Personal & Family Life</u>									X		
<u>Using Donated Foods</u> transparencies and spirit masters J,S		X									
Concordia Publishing House 3558 Jefferson St. Louis, MO 63118											
Concordia Sex Educa- tion series								X			
1. <u>I Wonder, I Wonder</u> K-3								X			
2. <u>Wonderfully Made</u> 4-6								X			
3. <u>Take the High Road</u> Jr-High								X			
4. <u>Life Can Be Sexual</u> Sr-High books E,J,S								X			

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
Consumers Product Safety Commission Govt. Printing Office Supt. of Documents Washington, D.C. 20402											
booklets & pamphlets						TR					
Cooperating School Districts of St. Louis Audiovisual Education Department 1460 Craig Road St. Louis, MO 63141 872-8282											
<u>The Edge of Adolescence</u> (1975) film - 17 minutes J #233-500									X		
<u>Poisons</u> (1970) film - 15 minutes E,J,S #696-800				X							
<u>Family Planning</u> (1968) film - 10 minutes S,TR #317-000									X		
<u>Boy to Man</u> (1976) film - 15 minutes E,J #097-810								X			
<u>How to Say No to a Rapist and Survive</u> (1975) film - 52 minutes J,S #436-200								X			

X - Entire book for student use
 TR - Teacher Reference

Interest Levels
 E - Elementary
 J - Junior High
 S - Secondary

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<u>Reproduction and Birth</u> (1970) film - 30 minutes TR #743-200								TR			
<u>Female Cycle</u> (1969) film - 8 minutes E,J,S #321-900								X			
<u>Girl to Woman</u> (1965) film - 18 minutes E,J,S #376-800								X			
<u>The Eating on the Run</u> <u>Film</u> (1975) film - 16 minutes E,J,S #232-200		X									
<u>Others</u> (prejudice) (1972) film - 13 minutes E,J #650-100									X		
<u>Death: Coping with</u> <u>Loss</u> (1975) film - 19 minutes S #195-130									X		
<u>The Day Grandpa Died</u> (1970) film - 10 minutes E,J,S #192-900									X		
<u>David and Hazel</u> (family problems) (1964) film - 30 minutes S #191-600									X		

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
<u>Parenting: Growing with Children</u> film - 22 minutes S,TR #665-500								X			
<u>All About Bobby (1975)</u> film - 16 minutes E,J,S #021-600									X		
<u>Are We Still Going to the Movies (1974)</u> J,S #044-400									X		
<u>The Life You Save (1973)</u> film - 17 minutes E,J,S #528-400				X							
<u>First-Aid-Action (1974)</u> film - 22 minutes E,J,S #329-700				X							
<u>First Aid - Artificial Respiration (1965)</u> film - 28 minutes E,J,S #329-800				X							
<u>First Aid - Bandaging</u> film - 15 minutes E,J,S #330-000				X							
<u>First Aid - Common Emergencies (1965)</u> film - 28 minutes E,J,S #330-200				X							
<u>First Aid for Burns (1965)</u> film - 28 minutes E,J,S #330-400				X							

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
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S - Secondary											
<u>First Aid Transportation of the Sick and Injured</u> (1965) film - 28 minutes E,J,S #331-800				X							
<u>First Aid - Why & How</u> (1965) film - 28 minutes E,J,S #332-000				X							
<u>First Aid for Wounds</u> (1965) film - 25 minutes E,J,S #330-600				X							
<u>First Aid for Injuries to Bones, Joints, and Muscles</u> (1965) film - 28 minutes E,J,S #330-800				X							
<u>First Aid - Poisoning</u> (1965) film - 28 minutes E,J,S #331-400				X							
<u>First Aid for Shock & Artificial Respiration</u> (1965) film - 28 minutes E,J,S #331-600				X							
<u>Immunization Now</u> (1976) film - 20 minutes J,S #449-500					X						

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<u>A Half Million Teen-agers - Plus (1974)</u> film - 18 minutes J,S #397-710								X			
<u>Personal Hygiene for Boys (1971)</u> film - 11 minutes E,J #678-400	X										
<u>From Generation to Generation (1960)</u> film - 30 minutes J,S #357-000								X			
<u>The Story of Menstruation (1974)</u> film - 10-14 minutes E,J,S #839-600								X			
<u>Alcohol and You (1969)</u> film - 28 minutes E,J,S #019-800							X				
<u>Acting With Maturity (1969)</u> film - 10 minutes E,J,S #004-000									X		
<u>Decisions! Decisions! (1972)</u> film - 12 minutes J,S #196-400											
<u>Masculine or Feminine: Your Role Society (1970)</u> film - 20 minutes J,S #567-600								X			

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	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Guidance - Does Color Really Make a Difference?</u> (1969) film - 11 minutes E,J #395-200</p> <p><u>Guidance for the 70's: Self Esteem</u> (1971) film - 18 minutes J,S #395-300</p> <p><u>Guidance for the 70's: Who's Responsible?</u> (1972) film - 19 minutes J,S #395-320</p> <p><u>Guidance for the 70's: The Blame Game</u> (1974) film - 20 minutes J,S #395-310</p> <p>Betty Crocker Film Library 9200 Wayzata Blvd. Minneapolis, MN</p> <p><u>Biscuits Plain & Fancy</u> <u>Mealtime Planning</u> filmstrips</p> <p>Curriculum Innovations, Inc. 501 Lake Forest Ave. Highwood, IL 60040</p> <p><u>Current Health</u> monthly magazine J,S</p>									X		
									X		
									X		
									X		
			X								
	X										X

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>											
<p>Dairy Council 2710 Hampton Avenue St. Louis, MO 63139</p> <p><u>Big Ideas</u> curriculum guide E</p> <p>John Day Co. 257 Park Avenue, S. New York, NY 10010</p> <p><u>Facts About Sex by</u> <u>Sol Gordon</u> book J,S</p> <p>DelMonte Corporation PO Box 3755 San Francisco, CA 94119</p> <p><u>Big Four Dairy Count-</u> <u>down</u> poster (basic 4) E,J</p> <p>Dental Health Theatre 727 N. 1st Room 300 St. Louis, MO 63102 Ph: 241-7391</p> <p>E,J</p> <p>Dept. of Health, Educa- tion and Welfare Washington, D.C. 20402</p> <p><u>Alcohol - Some Ques-</u> <u>tions and Answers</u></p>		TR						X			
			X								
	X										
								X			

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>											
<p><u>Alcohol - Birth Defects</u></p> <p><u>Alcohol & Your Unborn Child</u></p> <p><u>Someone Close Drinks Too Much</u></p> <p><u>Thinking About Drinking</u></p> <p>booklets J,S</p> <p>DOCHMC 801 S. Brentwood St. Louis, MO 63105 Ph: 726-1100</p> <p>Speakers: Doug Beckstein - ext 207</p> <p>Consultation & workshops - Peggy Mohr - ext 207</p> <p>Library - ext 286</p> <p>Health brochures & pamphlets - ext 212</p> <p>Do It Now Foundation PO Box 5115 Phoenix, AZ 85010</p> <p>Source of substance abuse pamphlets</p> <p>Edgewood Hospital 4201 McKibbin Road St. Louis, MO 63134</p> <p>Information on alcoholism</p>	X									X	
							TR				
							TR				

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Education Manpower, Inc. PO Box 4272 Madison, WI 53711											
<u>Drug Attack</u> game J,S							X				
<u>Value</u> (A Friendship-Orbis Game) game J,S									X		
<u>Decisions</u> (A simulation game of goals, choices and values) game J,S									X		
<u>Diet</u> game J,S		X									
Evaporated Milk Association											
<u>Mix and Match for Good Nutrition</u> filmstrip E,J		X									
Fearon Pub., Inc. 6 Davis Drive Belmont, CA 94002											
<u>Values for Health</u> (A-B-C-D-E-F) books J,S						X					

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Interest Levels
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	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<u>About Drugs</u> student book J,S							X				
<u>Young Homemakers Cookbook</u> cookbook J,S			X								
<u>Planning Meals and Shopping</u> student workbook J,S		X	X								
<u>In Your Family - 2nd Edition</u> worktext J,S									X		
<u>Going Places With Your Personality</u> worktext J,S									X		
<u>Getting Ready to Cook</u> worktext J,S			X								
<u>Plans for Living: Your Guide to Health and Safety</u> student book J,S	X				X	X					

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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General Mills, Inc. Audio-Visual Dept. 9200 Wayzata Blvd. Minneapolis, MN											
<u>Flair with Frostings and Desserts</u>			X								
<u>Muffin Making</u>											
<u>Cookie Craft</u>											
<u>Easy as Pie</u>											
<u>Homemade Bread</u>											
<u>The How and Why of Packaging</u>											
filmstrips											
J,S Special order											
General Mill Consumer Center PO Box 1113 Minneapolis, MN 55440											
Nutrition Education Resource book		TR	TR								
Gerber Products Co. Box 33 Fremont, MI 49412											
<u>Baby's Book</u> booklet										TR	TR
J,S											
Glenn Education Films, Inc. Monsey, NY											
<u>The Miracle of Nature</u> filmstrip								X			
J,S Special order											

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u> E - Elementary J - Junior High S - Secondary</p>											
<p>Globe Book Co., Inc. 175 Fifth Avenue New York, NY 10010</p> <p><u>Pathways to Health: Drugs, Alcohol & Tobacco</u> student books J,S</p> <p><u>Protecting Your Health</u> student books J,S</p>							X				
<p>Hampden Box 4873 Baltimore, MD 21211</p> <p><u>Learning Skills for Daily Living: "The Restaurant Menu"</u> worksheets and tape J,S</p> <p><u>Using Consumer Math Kit (order #5880, #9451 "Buying the Food You Need")</u> tape and worksheets J,S</p>		X									
<p>Hayes School Pub. Co., Inc. 321 Penwood Avenue Wilkensburg, PA 15221</p> <p><u>The Health Parade - Grades 4 & 5</u> duplicator book E,J</p>			X								
					X						

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
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S - Secondary											
<u>Health Bulletin Board Guide</u> by Lee & Lee	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR
<u>All Purpose Bulletin Boards</u> by Robins and Taylor books	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR
Hazelwood School District 15955 New Halls Ferry Road Florissant, MO 63031											
<u>Health Curriculum Guide</u> Curriculum Guide E,J,S	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR
Health Educational Service PO Box 7283 Albany, NY 12224											
<u>Rescue Breathing</u> booklet J,S				X							
<u>"A Spill Can Kill"</u> (falls in the home) booklet J,S						X					
Health Education Series John Hancock Mutual Life Insurance Co. Boston, MA											
assorted pamphlets free	X										

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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Home Library Press New York, NY											
<u>The Modern Family Advisor</u> 1964 book	TR		TR	TR	TR				TR		
House of Games Corp., Ltd. Elk Grove Village, IL											
<u>Ratrace</u> 1974 game J,S									X		
Instructo/McGraw-Hill Cedar, Hollow & Matthews Road Paoli, PA 19301											
<u>Nutrition Set - Food Models</u> flannel board set E		X									
The Interstate Printers & Publishers, Inc. Danville, IL											
<u>What to Do When - Tips on etiquette for teenagers</u> 1963 student book J,S	X								X		

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<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>											
<p>Johnson & Johnson</p> <p>200 Madison Avenue</p> <p>New York, NY 10016</p> <p><u>Baby Care (1973)</u></p> <p>teachers guide, film-strips, student manuals</p> <p>J,S Special order</p> <p><u>Parenting Insights</u></p> <p>pamphlet</p> <p>S</p> <p><u>How to Bathe Your Baby</u></p> <p>poster</p> <p>J,S</p>											X
<p>Johnson & Johnson</p> <p>New Brunswick, NY 08903</p> <p><u>Safer World for Babies and Toddlers</u></p> <p>booklet</p> <p>J,S</p>						X					X
<p>Johnson & Johnson</p> <p>Consumers & Prof. Serv.</p> <p>220 Centennial Avenue</p> <p>Piscataway, NY 08854</p> <p><u>Baby Care Basics</u></p> <p>pamphlet</p> <p>S</p> <p><u>Getting to Know Your Newborn</u></p> <p>pamphlet</p> <p>S</p>											X
											X

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>Johnson & Johnson Box 577 Palonito, CA</p>											
<p><u>First Aid</u> kit J,S</p>				X							
<p>Kellogg Co. Battle Creek, MI 49016</p>											
<p><u>Choose Your Calories</u> <u>Wisely</u> leaflet J,S</p>		X									
<p>Kemper Insurance Co. Long Grove, IL 60049</p>											
<p><u>Alcohol Awareness</u> <u>Series</u> booklets J,S</p>							X				
<p>Kimberly Clark Corp. Box 551 - The Life Cycle Center Neenah, WI 54956</p>											
<p><u>Growing Up Young</u> booklet J,S</p>								X			
<p><u>A Practical Guide</u> <u>for Teaching Menstrual</u> <u>Hygiene</u> booklet J,S</p>								TR			

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u> E - Elementary J - Junior High S - Secondary											
<u>Life Cycle Library</u> booklet J,S								TR			
<u>Teaching Guide for Family Life Education</u> teacher guide TR								X			
Media Materials, Inc. 2936 Remington Avenue Baltimore, MD 21211											
<u>Reading: Unlocking Labels</u> cassette/worksheet J,S						X					
<u>Daily Living Skills - The Restaurant Menu</u> cassette/worksheet J,S		X									
Mental Health Association of St. Louis 1118 Hampton St. Louis, MO 63139											
<u>Curriculum Guide in Sex Education by Helen Manley</u> curriculum guide E,J,S								TR			
<u>Children's Bureau Series on Growth and Development</u> 8 booklets J,S									TR	TR	TR

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
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J - Junior High											
S - Secondary											
Metropolitan Life Insurance Co. 2351 Market St. Louis, MO 63103											
<u>Alcoholism</u> booklet S							TR				
<u>Growing and Learning - The Early School Years</u> booklet S											TR
<u>Safety - Infants to Independence</u> booklet J,S						X					
<u>The Big Stretch</u> teacher's guide J,S		X									
<u>Four Steps to Weight Control</u> booklet S Special order			TR								
<u>You and Your Health Home Nursing Handbook</u> booklet J,S							X				
<u>Immunizing Your Child</u> poster E,J,S						X					

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<p>Miliken Pub. Co.</p> <p>1100 Research Blvd.</p> <p>St. Louis, MO 63132</p> <p><u>Basic Competency Skills - 7</u> duplicating masters J,S</p> <p><u>Basic Competency Skills - 8</u> duplicating masters J,S</p> <p><u>Foods and Your Health</u> duplicating masters and transparencies J,S</p> <p><u>Systems of the Human Body</u> transparency and duplicating book J,S</p> <p><u>Facing Issues of Life and Death</u> transparency and duplicating book J,S</p> <p><u>Personal Safety</u> transparency and duplicating book J,S</p> <p><u>Basic Competency Skills - 6</u> duplicating masters J,S</p>			X		X						
		X	X			X					
		X									
					X						
									TR		
						TR					
			X			X					

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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J - Junior High											
S - Secondary											
<u>Disease and Health</u> transparency and duplicating book J,S					TR						TR
<u>The Human Body</u> transparency and duplicating book J,S					TR						
<u>Facing Issues of</u> <u>Family Living</u> transparency and duplicating book J,S									X		
<u>Developing as a Person</u> transparency and duplicating book J,S									X		
Mississippi State Department of Education PO Box 771 Jackson, MS 39205											
<u>Curriculum Guide for</u> <u>Nutrition Education</u> (1980) E,J,S		TR									
Missouri Botanical Gardens St. Louis, MO Ph: 772-7600, ext. 81											
<u>Field Trip</u> E,J		X									

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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Missouri Division of Health 8011 Clayton Room 200 St. Louis, MO 63117											
<u>Accident Prevention Services</u> (classroom demonstrations to accompany films and slides on accident prevention)							TR				
Missouri Division of Health PO Box 570 Jefferson City, MO 65102											
<u>Facts: Missouri High Risk Maternity and Child Care Program</u> booklet S										TR	
<u>Snacks - A Nutritious Part of the Daily Diet</u> reprint J,S		X									
<u>Life in Inner Space</u> booklet S										X	
<u>Expecting a Baby</u> booklet S										X	

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
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S - Secondary											
<u>Break the Fast</u> leaflet J,S										X	
<u>Foods for Fitness</u> leaflet J,S		X									
Missouri Heart Association											
<u>Comprehensive Health Instruction - A Resource Guide</u> teacher guide S	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR
Missouri Department of Elementary & Secondary Education Jefferson City, MO											
<u>A Guide for Developing a Comprehensive K-12 School Health Instruction Program</u> curriculum guide S	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR
<u>A Guide to Dental Health Education</u> teacher guide S	TR										

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u> E - Elementary J - Junior High S - Secondary											
C.V. Mosley Co. 11830 Westline Industrial Drive St. Louis, MO 63141											
<u>Alcohol & Behavior</u> (1980) J,S student text						X					
National Council on Alcoholism 7438 Forsythe St. Louis, MO 63105							TR				
National Foundation of the March of Dimes 800 - 2nd Avenue New York, NY 10017											
<u>Good Food for the Health of the Mother and Her Baby During Pregnancy</u> poster J,S		X								X	
National Foundation - March of Dimes PO Box 2000 White Plains, NY 10602											
<u>Nutrition Eating for Two</u> booklet J,S										X	
<u>Prenatal Care - Alert Bulletin</u> booklet J,S										X	

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Travel Time 9 Months</u> booklet J,S</p>										X	
<p><u>What Do You Know About This Food Crises (nutrition during pregnancy)</u> booklet J,S,TR</p>										X	
<p><u>Genetic Counseling</u> pamphlet S</p>								TR			
<p>National Nutrition Consortium 9650 Rockville Pike Bethesda, MD 20014</p>											
<p><u>Nutrition Labeling</u> book S</p>		TR									
<p>Personal Products Milltown, NY 08850</p>											
<p><u>Menstrual Hygiene</u> booklet S</p>								TR			
<p><u>Boys Have You Ever Wondered What Happens When Girls Grow Up</u> booklet J,S</p>								X			

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
TR - Teacher Reference											
<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
Planned Parenthood 2202 S. Hanley St. Louis, MO 63144 Ph: 781-3800											
<u>Films, speakers, library - good resource for sex education.</u>								TR			
Portland Habilitation Center 3829 S.E. 74th Avenue Portland, OR 92209											
<u>Inventory of Habili- tation Programs for Mentally Handicapped Adults, Part II</u> book S	TR	TR	TR								
Procter and Gamble Co. PO Box 599 Cincinnati, OH 45214											
<u>Crest Dental Education Program</u> kit E	X										
<u>Foods (fats and oils)</u> booklet J,S		X									
<u>Foods (cake selection)</u> booklet J,S		X									

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>Public Affairs Pamphlets 381 Park Avenue, S. New York, NY 10016</p> <p><u>Sex Education for Disabled Persons</u> booklet S</p>								TR			
<p>Public Documents Distribution Center Pueblo, CA 81009</p>											
<p><u>Consumer Information</u> free booklets</p>	XTR	XTR	XTR	XTR	XTR	XTR	XTR	XTR	XTR	XTR	XTR
<p>Ramapo House 235 E. 45th Street New York, NY 10017</p> <p><u>You and Smoking</u> <u>You and Drugs</u> <u>You and Alcohol</u> series of 3 booklets J,S</p>							X				
<p>Redbook Magazine October 1978</p>											
<p><u>Calorie Counter</u> article J,S</p>		X									
<p>Relevant Productions, Inc. PO Box 66 Indian Rocks Beach, FL 33535</p>											

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
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J - Junior High											
S - Secondary											
<u>Life Styles 70</u> <u>"Your Image"</u> kit J,S	X										
<u>Sickness Then Death</u> <u>Death</u> <u>Loneliness</u> <u>Divorce</u> react kits-tapes- worksheets J,S									X		
<u>Life Styles 70's Kits</u> (1977) <u>Reading Labels</u> <u>Gaining Friends</u> <u>Decision Making</u> <u>Building a Good Self</u> <u>Concept</u> <u>Marriage</u> kit J,S									X X X X X		
Revlon, Inc. 767 Fifth Avenue New York, NY 10002											
<u>Pamphlets</u> J,S	X										
Reynolds Wrap Elliott-Patterson Association, Inc. New York, NY 10017											
<u>Freezing: What's It</u> <u>All About</u> filmstrip J,S			X								

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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S - Secondary											
F.E. Richards Publishing Co. 330 First Street Box 370 Liverpool, NY 13088											
<u>Sue Learns About the Use of Measurements in Cooking</u> worksheet J,S			X								
Roche Laboratories Nutley, NJ 07110											
<u>Do's and Don't for the Patients Family</u> (dealing with an alcoholic) booklet J,S							X		X		
Safety Council of Greater St. Louis 1221 Locust St. Louis, MO 63103											
<u>Miscellaneous Resources</u>						TR					
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, NJ											
<u>Getting Together Problems You Face</u> (1972) student text J,S									X		

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Scholastic Scope</u> <u>Drugs: Insights & Illusions</u> (1971) student text/workbook J,S</p> <p><u>Maturity Growing Up Strong</u> (1972) student text/workbook/ posters J,S</p> <p>Scott Paper Co. Dayton, OH 19113</p> <p><u>Pamphlets on Grooming</u></p> <p>Scott Foresman & Co. 200 East Lake Avenue Glenview, IL 60025</p> <p><u>The Human Story</u> book E,J Special order</p> <p>School Specialty Supply, Inc. Box 1327 Salina, KS 67401</p> <p><u>Realities of Family Life</u> multi-media kit J,S</p> <p><u>Unit 1 - Adolescence</u> <u>Love & Dating</u></p>	X						X		X		
								X			

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Unit 2 - Marriage & Parenthood</u></p> <p><u>Unit 3 - The Family in Transition</u></p> <p>SEA Zero EL Zero Elm Street Manchester, MA 01944</p> <p><u>A Resource Guide in Sex Education and Sexuality for the Handicapped</u> guide</p> <p>Shell Oil Co. PO Box 61609 Houston, TX 77208</p> <p><u>The Accident Book #15</u> booklet J,S Free</p> <p>SIECUS Publications 1855 Broadway New York, NY 10023</p> <p><u>Sex Education Homosexuality Masturbation Characteristics of Male and Female Sexual Responses Premarital Sexual Standards</u> study guides</p>										XTR	
								TR			XTR
				X		X					
								TR			
								TR			
								TR			
								TR			

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>Signal Press 1730 Chicago Evanston, IL 60201</p> <p><u>Leaflets on alcoholism</u> J,S</p> <p>Social Health Association of Greater St. Louis 7803 Clayton St. Louis, MO 63117</p> <p><u>Sex Education Series</u> pamphlets J,S</p> <p><u>Dating Tips for Teens</u> booklet J,S</p> <p>Special School District Professional Library</p> <p><u>The Drug Dilemma</u> Cohen, Sidney book S,TR Prof. Lib.</p> <p><u>Facts About Sex</u> Sol Gordan book TR #371.9 Prof. Lib.</p> <p><u>Standard Textbook of Cosmetology</u> Kibbe, Constance V. book TR #646.72 Prof. Lib.</p>							TR	TR	X		

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
X - Entire book for student use											
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<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
<u>Family Development</u> Evelyn Duvall book TR #301.42 Prof. Lib.									TR		
<u>All Our Children</u> book TR #301.427 Prof. Lib.											TR
Spenco Medical Corp. PO Box 8113 Waco, TX 76710											
<u>Hazards of Drug Abuse</u> Chart chart J,S											
<u>Dial-A-Drink</u> chart J,S											
<u>Smoker's Roulette</u> chart-game J,S											
State Board of Education Office of Education SIU Printed Services Carbondale, IL 62901											
<u>Handbook of Discovery</u> <u>Activities for Consumers and Homemaking</u> learning activities resource book S Special order	TR	TR	TR		TR		TR				

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>											
<p>Steck-Vaughn Co. Library PO Box 2028, Vaughn Bldg Austin, TX 78767</p> <p><u>Health, Safety and Sanitation</u> worktext S</p> <p><u>Family Development Series</u> 9 books S</p> <p><u>We Are What We Eat</u> worktext E</p> <p><u>Helping Your Children</u> (1966) booklet J,S</p>	X					X			X		
<p>St. Louis County Health Department 801 S. Brentwood St. Louis, MO 63105</p> <p><u>Nutrition Education in Schools</u> resource guide TR</p> <p><u>Skin Care for Teenagers-Instructions for Routine Care of Acne</u> pamphlets J,S</p>											X

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>											
<p>St. Louis County Library 1640 S. Lindbergh St. Louis, MO Ph: 994-3300</p> <p><u>Spot Prevention</u> (Measles) (1966) film - 14 min - color E,J</p> <p><u>How to Keep From</u> <u>Catching V.D.</u> (1971) film - 20 min - color S</p> <p><u>Journey in Health</u> (1960) film - 22 min - color S</p> <p><u>First 2 Weeks of Life</u> film - 12 min - color S</p> <p><u>A Dentist in the</u> <u>Classroom</u> (1963) film - 15 min - color E</p> <p><u>Accidents Don't Just</u> <u>Happen</u> (1958) film - 13 min - color TR,J,S</p> <p><u>How Life Begins</u> (1968) film - 60 min - color E,J</p>								X			X
	X					X		X			X

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
<u>Purpose of Family Planning</u> (1972) film - 15 min - color TR,S								X			
<u>Better Breakfast U.S.A</u> film - 11 min - color J,S		X									
<u>You're No Good (School Drop Out)</u> (1966) film - 28 min - B/W J,S									X		
<u>Is It Always Right to be Right</u> (1971) film - 8 min - color E,J									X		
<u>Facts About Figures</u> film - 14 min - color S		X									
<u>Venereal Disease: The Hidden Epidemic</u> (1972) film - 27 min - color J,S								X			
<u>First Aid Action</u> (1973) film - 20 min - B/W J,S				X							
<u>How to Save a Choking Victim</u> (1973) film - 11 min - color J,S				X							

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p><u>Child: The 1st 2 Months</u> (1975)</p> <p>film - 29 min - color</p> <p>TR,J,S</p>											X
<p><u>Terrible Two's & Trusting Three's</u> (1950)</p> <p>film - 20 min - B/W</p> <p>J,S</p>									X		X
<p><u>Frustrating Fours & Fascinating Fives</u> (1952)</p> <p>film - 22 min - B/W</p> <p>J,S</p>									X		X
<p><u>From Sociable Six to Noisy Nine</u> (1954)</p> <p>film - 22 min - B/W</p> <p>J,S</p>									X		X
<p><u>From Ten to Twelve</u> (1947)</p> <p>film - 26 min - B/W</p> <p>J,S</p>									X		X
<p><u>Teens</u> (1956)</p> <p>film - 26 min - B/W</p> <p>J,S</p>									X		X
<p>St. Louis Dietetic Association</p> <p>Speakers:</p> <p>Linda Muser</p> <p>1907 Catlin Drive</p> <p>Barnhart, MO 63012</p>		X									

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
E - Elementary											
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S - Secondary											
St. Louis Heart Association 4643 Lindell St. Louis, MO 63108 <u>leaflets and booklets on smoking</u> TR							XTR				
Sunrise and Dutton Publishers <u>Having a Cesarean Baby by Hausknecht and Heilman</u> book S								TR			
Tampax Corporation <u>It's Time You Know</u> booklet J,S								X			
<u>Doctor Talks About Menstruation</u> booklet J,S								X			
Tane Press 6778 Greenville Avenue Dallas, TX 75231 <u>Curriculum Guide on Drug Education</u> curriculum guide S							TR				

	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
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<u>Interest Levels</u>											
E - Elementary											
J - Junior High											
S - Secondary											
<u>Why Not Marijuana</u> booklet J,S							X				
<u>Alcohol Today</u> booklet J,S							X				
Traveler's Ins. Co. Hartford, CT											
<u>First Aid to the Injured</u> <u>First Aid Summary</u> handouts J,S				X							
U.S. Department of Agriculture U.S. Government Printing Office Washington, D.C. 20402											
<u>The 1973 Yearbook of Agriculture</u> Stock #0100-02960 Price \$5.70 yearbook S		TR				TR	TR		TR		
<u>Food is More Than Just Something to Eat</u> booklet		X									

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u> E - Elementary J - Junior High S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>United Way of Greater St. Louis 915 Olive Street St. Louis, MO 63101</p> <p><u>Numbers to Know</u> information sheets - list of emergency phone numbers J,S</p> <p>Webster Division McGraw-Hill Book Co. St. Louis, MO</p> <p><u>Teen Guide to Homemaking</u> (1961) textbook J,S</p> <p>Weight Watchers (call any local office)</p> <p><u>"Garden of Eating"</u> (1982) J,S</p> <p>Western Electric Co., Inc. 1111 Woods Mill Road Ballwin, MO 63011</p> <p><u>V.D.</u> booklet S</p>					X	X					
		X						TR			

<p>X - Entire book for student use</p> <p>TR - Teacher Reference</p> <p><u>Interest Levels</u></p> <p>E - Elementary</p> <p>J - Junior High</p> <p>S - Secondary</p>	1.1 Grooming & Hygiene	1.2 Nutrition	1.3 Food Preparation	1.4 First Aid	1.5 Home Health	1.6 Safety	1.7 Substance Abuse	1.8 Sex Education	1.9 Family Living	1.10 Prenatal Care	1.11 Child Care
<p>Westwood Pharmaceuticals Buffalo, NY 14213</p> <p><u>Acne</u> leaflet S</p> <p>Xerox Education Publications PO Box 444 Education Center Columbus, OH 43216</p> <p><u>The Body Machine Parts and Functions - The Pal Health Series, Book 1</u> J,S,TR</p> <p><u>The Body Machine Care and Maintenance - The Pal Health Series - Book 2</u> student workbook J,S,TR</p> <p><u>Drugs In Our World, Drugs In Your Life</u> (73-74) 2 book series J,S</p> <p>Xerox Corporation Addison-Wesley Pub. Co. Sand Hill Road Menlo, CA 94025</p> <p><u>Take Care of Yourself</u> Consumer's guide J,S,TR</p>	TR										

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For the past twelve years she has been a school administrator, Special School District of St. Louis County. Currently she is assigned to Springfield School, a unit with approximately 100 regular students and 50 B.S.L. students.

She has been very active in both the educational and nursing professional organizations and is currently a member of the National Educational Association, the Missouri State Teachers Association, the American School Health Association, the National Association of School Nurses, and the Missouri Association of School Nurses. She has served as an officer in the local NEA and MSTA units and is currently president of the MSTA. She is also a member of the School Nursing Handbook Committee of the State of Missouri-Department of Education.