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Family Unit

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COURSE OVERVIEW

The Alexandria City Public Schools’ Fundamentals of Human Growth and Development course is a year long, co-educational, heterogeneously grouped academic class that is required for graduation. The course is the result of several years of careful planning and design by a consortium of parent, community, religious, and civic groups working together with educators. It provides for an examination of the physical, cognitive, social, emotional and psychosexual components of human growth and development from birth to death. The course was designed to be a unique opportunity for serious consideration and discussion of human sexuality within the framework of the study of human development. Students receive information to help them acquire skills necessary to their future as individuals, family members and members of society. Central to the curriculum is the nine week adolescence unit. Teacher guided discussions of relevant issues provide students with opportunity for self-scrutiny, introspection and an examination of personal development as it relates to overall patterns of human growth.

The assumptions and beliefs that underlie this course as stated in the primary textbook, Human Development, are:

“We respect all periods of the life span and we believe that people have the potential to change as long as they live.

We believe in human resilience…and that people can bounce back from…difficult circumstances or stressful experiences…, and a nurturing environment can help a child overcome the effects of…deprivation or trauma.

We believe that people help shape their own development. They actually affect their own environment and then respond to the environmental forces they have helped bring about.

We believe that all domains of development are interrelated. Although we look separately at physical, cognitive and psychosexual development, we recognize that each of these aspects of development is entwined with the others, and we point out many of these connections.

We celebrate cultural diversity. People are part of a wide array of cultures that exhibit a richness and complexity of human aspiration and experience.

We believe that knowledge is useful…and leads to insight about self and others that may help people to live happier, more fulfilled lives.”
The student will develop and practice a variety of strategies and skills to improve communication, decision making, problem solving and introspection by

- developing and using a set of ground rules for classroom discussions
- assessing their own knowledge and attitudes related to course content
- recognizing and reflecting upon their own personal feelings and values (10.2)
- listening to different points of view and accepting the rights of others to disagree
- recognizing the impact of influences such as family, religion, media and peers on personal decision making (11.4)
- learning and applying a decision making process to think through and take responsibility for personal decisions (9.4, 10.4)
- identifying forms of discrimination such as ageism, homophobia, racism and sexism and the consequences of discrimination for individuals and families (9.13)
- becoming aware of community resources available for assisting individuals and families (10.16, 11.15, 12.10)
- setting long short term educational and career goals (9.14, 10.8, 11.1, 12.12)

The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by examining

- the definitions of the family
- the importance of the family as the basic unit of society (9.2)
- the importance of the family as a source of personal development and identity (10.17, 12.1)
- family compositions and structures from an historical and cultural perspective (12.2)
- functions and purposes of the family for its members and for society
- roles and responsibilities of family members (12.4, 12.7)
- effects on family members of changes, stress, crises, and problems within (12.5, 12.9)
- positive ways family members show love, affection, respect and appreciation

The student will learn factual information about reproduction including

- the parts and functions of male and female reproductive systems (9.9)
- conception, prenatal development, prenatal care, labor and child birth (9.8, 9.9, 10.9, 10.10, 10.11, 10.12, 10.13)
- awareness of the variety of beliefs and cultural attitudes on pregnancy and birth
- problems of pregnancy (10.10, 10.11, 11.8)
- available community resources for prenatal care
- basic facts about heredity, genetic disorders and genetic counseling (11.8)
- factors to be considered in planning a family (11.8, 11.13)
- methods of contraception, with special emphasis on abstinence (9.11)
- emotional, medical, social, financial, political, and ethical issues surrounding abortion and adoption (12.7)
9.4 The student will identify good sexual health care habits and practices by examining

- basics of good personal hygiene, especially as it relates to preventing diseases and infections of the reproductive system (9.10)
- causes, transmission, symptoms, treatment, prevention and impact of sexually transmitted diseases, including AIDS (9.12)
- procedures for regular professional reproductive health care and self examination of the breast and testes (9.10)
- the female menstrual cycle from menarche to menopause, including normal functioning, problems and related hygiene issues (9.10)
- human sexual response and corresponding dysfunctions

9.5 The student will survey and analyze the human life span from the neonatal period through old age and death including

- major human development theories including those of Erik Erikson, Jean Piaget, Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists. (11.2)
- development patterns, sequence, and rates (11.2, 11.12)
- physical, cognitive, social and emotional changes that occur in infancy, early childhood, late childhood, adolescence, young adulthood, mature adulthood and old age (9.1, 11.7)
- factual information, attitudes, customs, and emotional reactions relating to death and grief

9.6 The student will understand and develop positive child rearing skills by analyzing

- the physical, emotional and financial adjustments of families to a new child (10.15, 11.9, 10.10, 10.11, 11.12)
- the skills and attitudes needed to become a competent parent (10.14)
- the problems and joys of child rearing and of changes in parental responsibilities as the child develops
- personal attitudes towards child rearing issues (11.5)
- child rearing skills appropriate for fostering healthy child development (11.4, 11.6)
- parental discipline styles
- benefits of effective child rearing and childcare for individuals, families and society (11.14)
- issues of child abuse including neglect, physical, emotional, and sexual abuse (12.7)
9.7 The student will analyze specific issues of adolescence in order to

- develop an understanding and appreciation for their current life stage (9.1, 10.1)
- relate major theories of human development to adolescence (9.1, 11.2)
- examine physical changes occurring at puberty, including reproductive capacity (7.2)
- examine the concept of identity formation including self image, self esteem and the
development of a personal set of values and ethics during adolescence (10.1)
- explore the role of peers and the potential for positive and negative peer influence (9.8)
- examine dating issues with regard to personal, familial and societal expectations concerning
interpersonal relationships (9.5)
- consider the value of abstinence and postponing sexual intercourse and the implications of
teen sexual activity (10.5, 12.11)
- identify academic, social and emotional stresses common to adolescents and learn healthy
coping strategies (10.6)
- examine the adolescent’s role as a family member, with special emphasis on the parent-
teen relationship

9.8 The student will examine how sexuality is integrated into the total personality throughout life
including

- aspects of sexuality such as gender, sexual identity, gender roles, sexual decision making,
sexual orientation and sexual ethics (9.3)
- sexual development, behaviors, feelings and responses at each stage of life
- individual definitions for masculinity and femininity
- awareness of gender role expectations and limitations imposed by society
- facts, theories and societal attitudes concerning sexual orientation

9.9 The student will analyze the influences of society and culture on sexuality in terms of

- the effect of culture and history on ideas about masculinity and femininity
- recognizing and evaluating the conflicting messages society sends about sexuality
- common stereotypes and discrimination related to gender and sexual orientation
- problems of sex in society (12.7)

9.10 The student will identify and understand ethical standards of sexual behavior in order to

- examine personal, familial and cultural values essential to the formation and maintenance
of positive human relationships (9.6, 10.3, 12.11)
- distinguish between appropriate expressions of affection and unwanted sexual advances in
interpersonal / dating situations (9.6)
- recognize that sexual behaviors involve conscious decision making and that healthy sexual
relationships are mutual, voluntary, nurturing and responsible (10.6)
- identify the effects, reporting, treatment and prevention for victims of sexual assault, rape,
acquaintance rape, abuse, incest and harassment (9.7, 12.8)
TEXT RESOURCES

Human Development
McGraw-Hill

Family Living
West Publishing Company

Family Life Education Reference Handbook
For Students and Their Families
Alexandria City Public Schools

Family Life and Human Sexuality
Harcourt, Brace & Jovanovich

Education In Sexuality
Glencoe/McGraw-Hill

Developing Responsible Relationships
Glencoe/McGraw-Hill

A Child Is Born
Delacourte Press

Masculinity and Femininity
Houghton/Mifflin

The What’s Happening to My Body Book for Boys
The What’s Happening to My Body Book for Girls
Newmarket Press

GUEST SPEAKERS

Northern Virginia AIDS Ministry (NOVAM)
Alexandria’s Office on Women
Pregnant Woman or new parent
Childcare provider
Alexandria’s Teen Health Clinic
Alexandria’s Mental Health counselors
Hospice
Funeral Home
Nursing Home
# MEDIA RESOURCES

## REPRODUCTION

- The Miracle of Life  (VH0593)
- Have a Healthy Baby  (VH3826)
- The Timeless Way: History of Birth  (VH2254)
- Everyday Miracle: Birth  (MP308)
- With Loving Arms (AIDS / Children)  (MH)
- Cervical Cancer  (VH2759)
- Alexandria Teen Clinic Video  (TC & MH)
- Something Very Special: Breast Self Exam  (VH3272)
- TSE Can Save Your Life  (VH3422)
- Self Examination of the Testes  (MP2198)

## CHILD DEVELOPMENT

- The Footsteps Series: 30 episodes  (TC & MH)
- Everyone Rides the Carousel  (TC & MH)
- Discovery Series: The Human Body  (TC & MH)
- Infants Have Feelings, Too  (VH1479)
- Children’s Literature  (VH3431)
- Where is Dead?  (VH3927)
- It’s Elementary  (VH3694)
- Same Inside  (VH2819)
- No More Secrets  (VH2820)
- No Fault Kids  (VH1364)
- The Developing Child Series  (TC & MH)

## ADOLESCENCE

- Another Half  (MP2212)
- He Man  (VH2360)
- Running My Way  (MP1307)
- River of Fire (Abstinence)  (VH2053)
- Teenage Sex: Resisting the Pressure  (VH2940)
- Who Do You Listen To? Choosing Abstinence  (VH2940)
- Yes, You Can Say No  (VH1062)
- Know How: A Video On Abstinence for Teens  (VH3159)
- First Things First  (VH3811)
- But He Loves Me  (VH3810)
- Shelly and Pete…& Carol  (VH0201)
- Can A Guy Say NO?  (VH3266)
- Teenage Father  (MP2087)
- Teen Dads  (VH2374)
ADOLESCENCE (con’t)

- No Time Soon (VH1366)
- In Due Time (TC & MH)
- Someone You Know (VH2453)
- Sexual Assault (VH2375)
- Date Rape (VH3161)
- Dating, Sex and Trouble (VH2816)
- Rape Series: Trigger Films (TC & MH)
- Rethinking Rape (VH0772)
- Learning To Be Assertive (VH2358)
- The Gentle Art of Saying No: Principles of Assertiveness (VH2377)
- What If I’m Gay? (VH2365)
- Sexual Considerations: Sexual Harassment (VH3406)
- Flirting or Hurting? (MH)
- Risk Taking and You (VH2355)
- Teenage Crises: The Fateful Choices (VH3696)
- Sexual Identity & Sex Role (TC & MH)
- Adolescence: Physical Growth & Development (TC & MH)

ADULTHOOD

- The Parent’s License (VH2813)
- Daddy’s Girl (VH0181)
- The Teen Years: War or Peace? (VH1436)
- Handling Marital Conflicts (MP2263)
- Violence in the Home (VH2357)
- Love, Marriage and Divorce (TC & MH)
- Divorce & The Family (MH)
- A Gift for Kate (VH1666)
- Killing Us Softly 3: Sex in Advertising (VH4398)
- Sexuality & Aging (VH0599)
Pacing Guide
Fundamentals of Human Growth and Development (HG&D)

September
Unit 1: Family
• Introduction activities
• Family vocabulary, definitions, functions
• Healthy families, family problems
• Future of the family
• Unit review & TEST

October/November/December
Unit 2: Reproduction
• Male/Female reproductive anatomy
• Menstrual cycle/ conception
• Abstinence/ contraception
• Reproductive health care
• STI’s and HIV/AIDS
• Heredity
• Pregnancy and prenatal development
• Labor and birth
• Issues of reproduction (Assisted Reproductive Technology, abortion)
• Unit review & TEST

January/February
Unit 3: Child Development
• Theories of child development
• Infancy
• Toddler
• Play age
• School age
• Unit review & TEST
February/March/April

**Unit 4: Adolescence**
- Early adolescence and puberty
- Peer pressure
- Decision making and assertive behavior
- Cultural influences on sexual attitudes, behavior, ethics (music, advertisements, popular culture)
- Identity
- Sex role
- Sexual Orientation
- Dating, sexual decision making
- Teen pregnancy
- Dating violence, sexual assault, sexual harassment
- Late adolescence
- Unit review & TEST

May/June

**Unit 5: Adulthood**
- Young adult
- Mature adult
- Old age
- Death
- Unit review & TEST
Course Introduction

Activity/Project Ideas

- Survey
- Setting Classroom Ground Rules
- Communication Skills Activity
- The “I” Message
- Either / Or Forced Choice
- Rank Order
- Perspective Picture

Standards of Learning

9.1 The student will develop and practice a variety of strategies and skills to improve communication, decision making, problem solving and introspection by

- developing and using a set of ground rules for classroom discussions
- assessing their own knowledge and attitudes related to course content
- recognizing and reflecting upon their own personal feelings and values
- listening to different points of view and accepting the rights of others to disagree
- recognizing the impact of influences such as family, religion, media and peers on personal decision making
- learning and applying a decision making process to think through and take responsibility for personal decisions
- identifying forms of discrimination such as ageism, homophobia, racism and sexism and the consequences of discrimination for individuals and families
- becoming aware of community resources available for assisting individuals and families
- setting long short term educational and career goals
SURVEY - FAMILY LIFE EDUCATION

**Directions:** Circle the letter which most closely states your feelings about each of the statements. This survey is confidential.

<table>
<thead>
<tr>
<th>STATEMENT:</th>
<th>AGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
</tr>
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<tbody>
<tr>
<td>1. Teenagers who are not married should not have sexual intercourse.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>2. The American family has broken apart so much that within the next 20 years there will probably be few families in our culture.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3. A female should begin taking care of her health just as soon as she learns she is pregnant.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>4. Babies who are mistreated or neglected do not develop as well as babies who have had enough positive attention.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>5. Adults who expect too much of a child can make the child feel so guilty that he/she will stop trying to achieve.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>6. Most children prefer to play with children of their same sex when they are in upper elementary school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>7. Children should not have a say in family decision making.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>8. A couple should try living together before they get married.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>9. Girls who don’t wear bras have lower morals than those who do.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>10. People are usually no longer sexual when they reach middle age.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>11. The job or career a person chooses will have long-range effects on his/her lifestyle and relationships.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>12. Teenagers cannot become pregnant (or cause a pregnancy) the first time they have sexual intercourse.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>13. Older parents are usually not as good as younger parents at raising a child.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>14. Women should have the right to an abortion on demand.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>15. Employment practices in the United States still discriminate against women.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>16. There is an age after which fathers should not kiss their sons anymore.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>17. People who use drugs are usually inadequate or immature individuals who need a crutch to face the world.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>18. Not many teenagers are emotionally ready for the responsibilities of an intimate relationship that includes sexual intercourse.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>19. Old age begins for most people at age 65.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>20. Teenage marriage is usually not a good idea.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>21. Most people in our society have learned to handle the death of a loved person in an emotionally healthy way.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>STATEMENT:</td>
<td>AGREE</td>
<td>DISAGREE</td>
<td>NO OPINION</td>
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<td>22. People who are too young to have sex should not be given</td>
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<td>information about birth control.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>23. Although single parent families are now more common than</td>
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<td>they were several years ago, a two-parent family is better.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>24. The only people who need genetic counseling are those whose</td>
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<td>families have a history of mental disease.</td>
<td>A</td>
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<td>25. Two-year olds cannot understand an adult’s reasons for</td>
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<td>limiting the child’s behavior, so adults must give sharp, one-</td>
<td>A</td>
<td>B</td>
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<td>word commands or spank the child to discipline him.</td>
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<td>26. It is a good idea to have males teach in elementary classes.</td>
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<td></td>
<td>A</td>
<td>B</td>
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<td>27. It is the responsibility of children to share in household</td>
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<tr>
<td>chores.</td>
<td>A</td>
<td>B</td>
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<td>28. Young people today are less moral than their parents.</td>
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<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>29. Girls who play with boys’ toys and boys who play with girls’ toys</td>
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<td>will probably become “tomboys” and sissies” when they</td>
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<tr>
<td>are older.</td>
<td>A</td>
<td>B</td>
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<tr>
<td>30. Birth control information and devices should be available to</td>
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<td>any one over the age of fourteen who requests them.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>31. The use of female sex-appeal in advertising is a “put down” of</td>
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<tr>
<td>women.</td>
<td>A</td>
<td>B</td>
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<td>32. It is not manly for men to cry.</td>
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<td></td>
<td>A</td>
<td>B</td>
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<td>33. It is the man’s responsibility to be the money earner in the family.</td>
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<td></td>
<td>A</td>
<td>B</td>
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<td>34. Adolescents should be given as much freedom as possible</td>
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<td>because they must learn how to be on their own eventually.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>35. Sexual intercourse is all right for teenagers but only if they</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use birth control.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>36. Marriages between two people who are in love are highly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>likely to succeed whether or not the people have known each</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>other very long.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. If the sexual relationship between a couple is good, the rest of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the marriage relationship will also be good.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>38. Middle age is a depressing and difficult time of life for most</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>people.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>39. One of the negative parts of middle age is the loss of some</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>physical fitness and ability.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>40. Most old people are not able to care for themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>41. People should not be told the truth if they are dying of a fatal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disease.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>42. Teenagers who are curious about birth control are probably</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>planning to become sexually active very soon.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>STATEMENT:</td>
<td>AGREE</td>
<td>DISAGREE</td>
<td>NO OPINION</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>43. Parents should not have arguments or disagreements in front of their children.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>44. Love is the most important thing parents can provide for a child.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>45. A baby cannot learn very much until he/she is able to walk and talk.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>46. Two-and three-year-old children learn through play.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>47. The most important role for a female is to be a wife and mother.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>48. Men should not be responsible for changing diapers, doing dishes, or cleaning house.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>49. Participating in the arts (painting, dancing, singing) is all right for men to do.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>50. As long as there is at least one good adult role model in a child’s life, it does not matter whether that adult is a male or a female.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>51. No matter what a teenager’s earlier experiences have been, all teenagers feel pretty much the same way about work, school, and relationships.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>52. If a couple have common interests, similar family backgrounds, and similar educational experiences, their marriage is more likely to be successful.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>53. A married female cannot fulfill her responsibilities as a wife and mother if she is also working outside the home.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>54. Men who display affection for other men probably have homosexual tendencies.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>55. A man must be strong and be the decision maker.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>56. The birth of a child almost always makes a marriage stronger.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>57. Women who work would usually prefer to stop working and stay home with a family if they could afford it financially.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>58. Most middle age people would prefer to be teenagers again.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>59. Most old people are able to continue productive activities even after they retire.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>60. Old people who continue to be sexually active are usually emotionally immature.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>61. Females have a lower biological sex drive than males.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>62. All men should participate in sport.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>63. During a pregnancy, if the mother is careful about what she eats, everything else will be all right for the developing baby.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>64. Extra-marital and/or pre-marital sex is justifiable for men but not for women.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
SETTING CLASSROOM GROUND RULES

Purpose: To facilitate discussion by considering barriers and ways to overcome barriers. To involve students in setting ground rules.

Procedure: Explain to class that it is important for everyone to feel comfortable and safe during class discussion. Explain that our task today is to agree upon some rules that will allow everyone to feel comfortable and safe and to participate freely.

Divide the class into small groups, each with a recording secretary.

Ask each group to generate a list of reasons why it is difficult for young people to talk seriously about sex.

Reconvene class and have recorders read the lists aloud.

Using the lists of barriers, have groups generate a set of four or five ground rules that will help to overcome such barriers and facilitate discussion. Remind students that it is easy to tell people what not to do (“Don’t...No...”); however, that is less helpful than telling them what to do. Therefore, they should try to state their rules positively.

Have each group read their rules. List on board (with duplicates checked so that class can see that they were suggested by more than one group.)

Have students vote on the rules. Record the number of votes each rule gets next to it on the board. Select the five or six rules with the most votes as the class rules.

Ask a student volunteer to write the rules on large paper for permanent display in the classroom.

Some sample rules: (Do not read this entire list to class before they do the activity!)

- Be polite
- Listen
- Use respectful, courteous language and proper terminology
- Respect others’ opinions, beliefs, attitudes, and cultures
- Keep personal, private business of self and others confidential: respect privacy
- Treat others’ comments/questions seriously
- Be kind
- Be cooperative and supportive of classmates
- Pay attention and get the facts straight

(Note: Remind students that they do not have to repeat school rules in their ground rules)
COMMUNICATIONS SKILLS

LEVELS OF LISTENING AND RESPONSE:

People listen at four different levels when other people talk to them. Sometimes different listening is appropriate for different people. However, effective listening is important if you wish really to understand what the speaker is saying.

**Levels of Listening:**

- **Level 1:** Unrelated response (speak of something unrelated)
- **Level 2:** Tangential response (self-oriented story telling)
- **Level 3:** Furthering (usually a question; can be non-verbal)
- **Level 4:** Feeling

**Example:** A speaker makes the following original comment:

“One of the most fun things I did this spring was to go to the Smithsonian kite flying contest in April.”

**Level 1:** I wonder what’s for lunch today.

**Level 2:** Yeah? You should have been with me the last time I went to the Air and Space Museum!

**Level 3:** Were there lots of people there?

**Level 4:** You sound like you had a really good time. It must have been fun, huh?
THE “I” MESSAGE

Most of the messages we send to people about their behavior are “you messages” — messages that are directed at the other person and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change. Examples of “you” messages are usually orders or commands (stop doing that, get into the car, stop tapping that pencil), or blaming or name calling statements (you are acting like a baby, you are driving me crazy), or statements that give solution (you should forget that idea, you’d better reconsider that plan), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all “you” messages is the if/then threat (if you don’t — then I will...)

“I” messages, on the other hand allow a person who is affected by the behavior of another to express the impact it has on him and, at the same time, leave the responsibility for modifying the behavior with the person who demonstrated that particular behavior. An “I’ message consists of three parts:

- the specific behavior
- the feeling you experienced as a result of the behavior
- the tangible effect on you

Thus, a teacher might say:

When you tap on your desk with your pencil, I feel upset because I get distracted and have difficulty teaching.

A wife might say to her husband:

When I try to help you and you don’t say anything, I feel confused because I don’t know how you feel about my help.

The “I” message allows the sender to imply that “I trust you to decide what change in behavior is necessary.” In this manner, “I” messages build relationships and they do not place the sender in the position of enforcing a new behavior as is frequently the case with “you” messages.

“I” Message is a term used by Dr. Thomas Gordon in his book Parent Effectiveness Training, (1971)
EITHER-OR FORCED CHOICE

Purpose

This exercise compels students to make a decision between two competing alternatives. “What characteristics do I identify with more–this or that?” In making their choices students have to examine their feelings and their self-concepts and values.

Procedure

Ask the students to move the desks so that there is a wide path from one side of the room to the other. Then, ask an either-or question, like: “Which do you identify with more, a Volkswagen or a Cadillac?” By pointing or by actually posting the choice words on the two sides of the room indicate that those who identify more with VVs are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student should then find a partner on the side he has chosen and discuss with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then give another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

Sample Either-Or choices:

Are you

More of a loner or a grouper?
More yes or no?
More here or there?
More of a leader or a follower?
More physical or mental?
More of an arguer or an agree-er?
More establishment or anti-establishment?
More like a tortoise or a hare?
More like a paddle or a ping pong ball?
More like a roller skate or a pogo stick?
More like a motorcycle or a bicycle?
More like a gourmet or a MacDonald’s fan?
More like a bubbling brook or a placid lake?
More like a mountain or a valley?
More like a teacher or a student?
RANK ORDER

Purpose

Each day of our lives we must make choices between competing alternatives. Some of them are minor decisions: “Shall I stay home tonight and watch TV or go to a friend’s house? Shall I wear blue or my white sweater? And some are major decisions: “Should I go to school this summer or work?” “Should I buy a car or save my money for college?”

This strategy gives students practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them.

Procedure

Explain to the class that you are going to ask them some questions which will require them to look deeper into themselves and make a value judgment. Give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own preferences.

Read a question, write the choices on the board and call on six to eight students in turn to give their rankings. Each student quickly gives his first, second and third rankings. Of course, students may say, “I pass.” After the six to eight students have responded to a question, you give your own rankings. Then a class discussion may follow, with students explaining their reasons for their choices, even if they weren’t among the original six to eight to speak.

Be sure to have students rank all the alternatives, not just their first choice. Try to have them name their choices instead of saying “2-3-2,” or the like; and discourage them from saying, “The same” when their response is identical to the previous student’s. Re-naming the choices helps everyone consider the alternatives more carefully.

Sample Rank Order questions:

1. Which of these jobs would you like most?
   school teacher on an Indian reservation
   working with their inner city kids
   director of social action projects for a liberal suburban church

2. Which would you be more concerned about as you grow older?
   lung cancer
   overweight
   declining vision

3. As a small child, which did you like least?
   recess
   show and tell
   storytime

4. Which would you prefer to give up if you had to?
   economic freedom
   religious freedom
   political freedom

5. During a campus protest where would you be most likely to be found?
   in the midst of it
   gaping at it from across the street
   in the library minding your own business

6. How would you rather spend a Saturday evening?
   at a nightclub
   at home alone
   at a party at a friend’s home

7. Which would you most like to take a course in?
   sex education
   race relations
   ecology

8. If one of your friends and your girl/boyfriend were attracted to each other which would you prefer?
   for them to be open about their relationship
   for no one to know
   for them to keep it a secret from you alone
**Perspective Picture**

1. Create a transparency of the picture on the following page.

2. Separate students into groups depending on whether they see the old woman, young woman, or both.

3. Have each group show the others what they see until all students see both.

4. Discuss what “made” them see what they saw, (including prior knowledge).

5. Discuss the role of perspective in our world view.
Family Unit

Vocabulary
Family Vocabulary

Notes
Family

Activity/Project Ideas
- Personal Shield
- Brainstorm: What is a family?
- Marriage Forms/ Family Composition/ Family Structure
- Creating Strong, Healthy Families (Ch. 1 Family Living)
- Parent Interview
- Family Crises (Ch. 14 Family Living)
- Family Roles Collage
- Research: Families Across Cultures and Throughout History

Standards of Learning

9.2 The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by examining

- the definitions of the family
- the importance of the family as the basic unit of society
- the importance of the family as a source of personal development and identity
- family compositions and structures from an historical and cultural perspective
- functions and purposes of the family for its members and for society
- roles and responsibilities of family members
- effects on family members of changes, stress, crises, and problems within
- positive ways family members show love, affection, respect and appreciation
Family Unit Vocabulary

nuclear family
extended family
blended family
single parent family
matriarchy
patriarchy
egalitarian
marriage
domestic partners
common law marriage
endogamy
exogamy
monogamy
serial monogamy
polygamy
culture
gender role
stereotype
family life cycle
family crisis
divorce
Family

I. Family and Society
   A. All cultures have some form of family.
      1. patriarchal / matriarchal / egalitarian
      2. extended / nuclear / blended / single parent
      3. monogamy / polyandry / polygamy / polygyny
   B. The family is a recognized social unit that stabilizes society.
   C. It is the unit through which culture is passed to each new generation.
      1. language
      2. customs
      3. values
   D. Changing family patterns and customs may contribute to current social problems.
      1. single parent families
      2. both parents working outside the home
      3. blended families (each parent has had previous marriages and children)
   E. Social class and ethnic group influence the family.

II. Family Forms
   A. Composition of family is varied and changing
      1. single parent family
      2. two parent family (include blended family)
      3. foster family
      4. group homes
      5. communes
   B. Family type influences child-rearing techniques
   C. Most families share certain common elements.
      1. usually consist of parent(s) and child(ren)
      2. usually function as a unit
   D. Families usually follow a general life cycle
      1. marriage
      2. children
      3. adolescent children
      4. children leave home
      5. grandchildren and care of aging parents
      6. loss of mate

III. Family functions
   A. The family serves definite purposes and functions:
      1. perpetuates the human race
      2. protects and cares for children
      3. enculturates children (is link between past and future)
      4. is earliest and most persistent influence on child’s behavior, attitudes and personality
      5. is major director of child into development of an integrated personality
      6. should meet personal needs of all family members
   B. Parental personality will influence the way the family will enculturate children
   C. Societal demands can interfere with family’s child-rearing function
   D. Family crises result in special stress for family members
      1. divorce
      2. separation
      3. illness
      4. death
      5. financial crisis
Personal Shield

Students design a Personal Shield to be displayed in the classroom. The shield should consist of four sections:
  - Roots (ethnicity)
  - Family
  - Interests
  - Future

The designs can be of any shape as long as the four sections are clearly visible. Students may use words, pictures, or symbols to represent the information on the shield.

The teacher might provide a book of flags and examples of shields and coats of arms as well as examples saved from previous years to assist students as they decide on a design for their shield.

This activity could be done in class using classroom materials or could be assigned for homework.
Brainstorm: What is a family?

Students write individual definitions of what a family is. This can be a homework assignment with processing the following day. Circulate written definitions around a circle of students to be read quietly. When students receive their own definitions allow each to add to the definition if he/she chooses.

OR

Have students call out adjectives, verbs, nouns that relate to the family. Base ensuing definition on the list. Refine it until it suits the group.

OR

Have students complete the following sentence:

“Families provide...” (list student answers on board)

Examples:

- protection
- rules for behavior
- love
- companionship
- understanding
- tradition
- ceremony
- mutual support
- loyalty
- shared experiences
- affection
- memories
- interdependence
- advice / guidance
- assistance
- rescue
- closeness
- role models
- basic necessities (food, clothing, shelter)
MARRIAGE FORMS

Monogamy: __________________________________________________________

Serial Monogamy:_________________________________________________________

Polygamy: __________________________________________________________

FAMILY COMPOSITION (the people in the family)

Nuclear:________________________________________________________________

Extended:_____________________________________________________________

Blended:_____________________________________________________________

Single Parent:_________________________________________________________

FAMILY STRUCTURE (who has the power in the family)

Patriarchy: __________________________________________________________

Matriarchy: __________________________________________________________

Egalitarian: __________________________________________________________

FOR YOU TO LOOK UP:

Endogamy: __________________________________________________________

Exogamy: __________________________________________________________

Domestic Partners: ___________________________________________________

Common Law Marriage:_________________________________________________
Creating Strong, Healthy Families (Ch. 1 Family Living)

Directions: Read chapter 1, then follow the instruction below.

A. Define the following: (use the definitions from the chapter)
   1. relationship:
   2. family:
   3. bond:
   4. socialization:

B. List three facts about household composition that you learned from reading the chart on page 4:
   1. 
   2. 
   3. 

C. Use pages 6-18 to list and define (in your own words) the six characteristics of a strong family.
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

D. Now write (on back) one way a family could achieve each of the six characteristics you listed above.

E. Write (on back) a paragraph describing your dream for a future family. What characteristics would your “ideal” family include?

F. Choose one statement from this chapter that struck you as interesting or important to know or surprising. Write the statement on the back of this paper and explain why you chose it.
Family Unit
Parent Interview

Note: This interview will be checked for completion only. Answers provided by
the interviewee are confidential. The purpose of the exercise is to facilitate discussion between
parent and student about the issues studied in the Family Unit. Individual, personal information
will not be required in class.

1. What should I know about our family heritage and background?

2. What family traditions and customs would you like to see me pass on to future generations?

3. In what ways do you think my family of the future will be different from your family growing
up?

4. Do you hope that I marry someday? When? Why? (or Why not?)

5. Do you hope that I have children? How many? When?

6. What advice would you give me about raising my children?

7. What are your concerns for me as an adult?

8. What advice would you give me for securing a happy family?

9. How do you picture yourself in my future adult life?

10. What are your dreams for me?
1. What is a crisis? (P. 347)

2. Give 10 examples of family crises. (P. 347)

3. What determines whether a change is a crisis? (P. 347)

4. What are crisis prone families? (P. 347)

5. What are the six characteristics of strong families? (P. 347)

6. What is one major fact about the American divorce rate? (P. 348-9)

7. What are three contributing factors to the rise in the divorce rate? (P. 350-52)

8. What does the chapter say about communication and divorce? (P. 353-54)

9. What is the “domino pattern” (P.367)

10. What are five factors associated with family violence? (P. 369)

11. Choose one of the following topics to read and write a short paragraph summarizing the information:
    - Children and divorce (P.356-59)
    - Death in the family (P. 360-62)
    - Accidents, Illness, Injuries (P. 363-365)
    - Coping with crisis (P. 369-370)
Project

Family Roles Collage

This activity may be assigned for homework. Students should assemble a collage of pictures depicting families engaging in activities which illustrate the roles of the family as discussed in class. Students may use drawings, photographs or cut out pictures from magazines. Illustrations should be arranged on poster board or other paper backing and labeled. Students should present and explain their collages in class. Completed collages may be displayed in the classroom.
Research: Families Across Cultures and Throughout History

Directions:
Choose an ancient or modern culture from the lists below.
Complete the Data Sheet (see other side) using the internet to research the information.

Ancient Cultures
- Prehistoric man
- Cave man
- Egypt
- Greece
- Rome
- Persia
- Babylonia
- India
- China
- Japan
- Africa (Zulu, Bushmen, Pygmy, Wattusi, etc)
- Aboriginal Australia
- Medieval Europe
- Renaissance Europe
- Eskimos (Inuit)
- Incas
- Mayas
- Pacific Islanders

Modern Cultures
- Africa (any country or tribal group)
- British Isles (Ireland, Scotland, Wales, England)
- Western Europe (France, Germany, Italy, etc.)
- Eastern Europe (Poland, Russia, Hungary, etc.)
- Asia (any country)
- Indonesia
- Arab cultures
- Central and South American (any country)
- African American (1600 to present)
- Modern American Indian
- American colonists/pioneers
- Religious groups (Christian, Jewish, Hindu, Buddhist, Islam, Quakers, Mormons, Shaker, Amish, Shinto, Taoism, etc.)
Family Research
Data Sheet

Directions: Write your answers below or on your own paper.

Culture (from the list): ________________________________________________________________

Historical Time Period: _______________________________________________________________

Geographical Location: ________________________________________________________________
Marriage Form: Monogamy or Polygamy? ______________________________________________
Marriage Customs:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Family Composition: Nuclear, Blended, Extended, Single Parent or other?
Explanation:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________


Role of father:

__________________________________________________________________________________

Role of mother:

__________________________________________________________________________________

Child rearing practices:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How is this family different from the modern American family?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How is this family similar to the modern American family?
____________________________________________________________________________________
____________________________________________________________________________________
Reproduction Unit

Vocabulary
- Anatomy
- Pregnancy and Birth
- Reproductive Health Care
- Assisted Reproductive Technology (ART)

Notes
- Conception/Pregnancy/Birth
- Genetics
- Heredity
- Genetic Disorders
- Genes and Chromosomes
- High Tech Babies (Assisted Reproductive Technology)

Activity/Project Ideas
- Models of Human Reproduction System
- Male and Female Reproductive Systems Reading Guide
- Review of Male and Female Reproductive systems
- The Menstrual Cycle Reading guide
- Contraceptive Chart
- Sexually Transmitted Disease Chart
- Reproductive Health Care Questions
- Breast and Testicular Self Examination Film Guides
- Genetic Disorders: Individual Research KWL
- Unequal Resources
- Fertilization and Pregnancy Questions
- Characteristics of a Developing Fetus/Mother Project
- The Abortion Issue

Standards of Learning

9.3 The student will learn factual information about reproduction including
- the parts and functions of male and female reproductive systems
- conception, prenatal development, prenatal care, labor and child birth
- awareness of the variety of beliefs and cultural attitudes on pregnancy and birth
- problems of pregnancy
• available community resources for prenatal care
• basic facts about heredity, genetic disorders and genetic counseling
• factors to be considered in planning a family
• methods of contraception, with special emphasis on abstinence
• emotional, medical, social, financial, political, and ethical issues
• surrounding abortion and adoption

9.4 The student will identify good sexual health care habits and practices by examining

• basics of good personal hygiene, especially as it relates to preventing diseases and infections of the reproductive system
• causes, transmission, symptoms, treatment, prevention and impact of sexually transmitted diseases, including AIDS
• procedures for regular professional reproductive health care and self examination of the breast and testes
• the female menstrual cycle from menarche to menopause, including normal functioning, problems and related hygiene issues
• human sexual response and corresponding dysfunctions
# Reproduction Unit Vocabulary

## Reproductive Anatomy (Male)
- sperm
- seminiferous tubules
- testicles
- testosterone
- scrotum
- epididymis
- vas deferens
- seminal vesicles
- semen
- prostate gland
- cowper’s gland
- urethra
- ejaculation
- erection
- erectile tissue
- foreskin
- circumcision
- penis

## Reproductive Anatomy (Female)
- ovum/egg
- ovary
- ovulation
- estrogen
- progesterone
- fimbria
- Fallopian tube
- cilia
- vagina
- cervix
- uterus
- endometrium
- menstruation
- vulva
- clitoris
- inner labia
- outer labia
- hymen

## Pregnancy & Birth
- fertilization
- conception
- contraception
- family planning
- abstinence
- STD’s/STI’s
- abortion
- miscarriage
- blastocyst
- zygote
- embryo
- fetus
- amniotic fluid/sac
- placenta
- umbilical cord
- Caesarian section
- dilation
- labor
- afterbirth

## Reproductive Health Care
- gynecologist
- pelvic exam
- speculum
- Pap test/smear
- BSE
- mammogram
- cervical cancer
- urologist
- TSE
- prostate cancer
- hygiene

## A.R.T.
- fertile/fertility
- infertility/sterility
- artificial insemination
- in vitro fertilization
- egg/sperm donor
- surrogate mother
- Baby M
- Louise Brown
- adoption
CONCEPTION, PREGNANCY AND BIRTH
(Points to Cover)

I. Conception
A. Male and Female Reproductive systems (review)
B. Pre-conceptual medical exam and counseling
C. Genes and Chromosomes
   1. Inherited traits
   2. Sex determination
   3. Dominant and recessive
D. Fertilization
   1. Union of one sperm and one ovum to create one new cell (gamete)
   2. Takes place in the Fallopian tube
   3. Only one sperm penetrates ovum
   4. Most occur within 48 hours of ovulation
E. Implantation
   1. One cell divides into two cells, 4, 8, as moves along Fallopian tube
   2. By day 3-5 cell ball (blastocyst) floats into uterus
   3. Implants in endometrium by day 5-7
   4. Continues division and becomes placenta, embryo, and yolk sac
F. False and ectopic pregnancies
   1. 1/10 women seeking medical care for pregnancy experience false pregnancy in which symptoms are present with no pregnancy due to desire, fear, etc.
   2. Implantation can also occur in Fallopian tube (ectopic) causing spontaneous abortion.
   3. Implantation can also occur in the body outside the uterus; can sometimes be saved

II. Prenatal Development
A. General overview of pregnancy
B. Embryonic development including umbilical cord, placenta, amniotic sac and fluid
C. Fetal development including developing organs and systems
D. Mother’s health and nutrition
   1. Regular medical care
   2. Nutrition and weight gain
   3. Exercise
   4. Harmful effects of external influences on prenatal environment
   5. Harmful effects of physical and mental stress
E. Complications of pregnancy
   1. Birth defects (include amniocentesis and sonogram)
   2. Miscarriage (spontaneous abortion)
   3. Toxemia
   4. Premature labor and delivery

III. Birth
A. Three stages of labor
B. Types of birth
   1. Natural
   2. Lamaze, Leboyer, etc.
   3 Hospital vs home
   4. Cesarean section
C. Postpartum period
D. Breast vs bottle
**GENETICS**

**Terms**

Genetics: The scientific study of heredity

Heredity: Traits and characteristics passed on from generation to generation
A person inherits physical, mental, emotional and personality traits through heredity.

Chromosomes: Rod shaped forms found in cell nuclei.
Each cell has 46 chromosomes (arranged in 23 pairs) except sperm and egg cells, which each have 23 chromosomes from the father and 23 from the mother for a total of 46.

Genes: The DNA molecules carried in strings on the chromosomes
Each chromosome carries many genes, each coded with information
The new being received equal number of genes from father/mother

Dominant: Genes that are stronger and tend to overpower weaker genes

Recessive: Genes that are weaker and tend to be overpowered by dominant genes when dominant genes pair up with them.

Expressed: The gene that is visibly or detectible present (if a dominant gene is present, it will be expressed; if two recessive genes are present, the recessive trait will be expressed)

Carried: If the gene is recessive and overpowered by a dominant gene, the information will not be expressed, but will be present in the person’s genes and will be passed on.

**SAMPLES:**

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<td>100% Brown 50% carrier</td>
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<td>25% b</td>
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*Percentage reflects probability for each offspring.
HEREDITY

I. The Impact of Heredity
   A. Like produces like
   B. All humans share certain characteristics (2 legs, 2 arms, etc.)
   C. Races and ethnic groups share certain characteristics (Why?)
   D. Families share certain characteristics
   E. Each individual is a unique combination of shared characteristics
   F. Some characteristics have positive impact; some have negative; some have no impact or are neutral
   G. Characteristics are passed down through the genes
   H. Remember: heredity and the environment interact

II. How Heredity Works
   A. The human body is made up of billions of cells
   B. Each cell nucleus contains 46 chromosomes in 23 pairs
   C. Each chromosome carries thousands of genes (like a string of beads)
   D. Genes are giant molecules of DNA - information is coded there
   E. The genes are all located on the 46 chromosomes
   F. Reproductive cells (ova and sperm) each carry only 23 chromosomes (one from each pair) so that when they combine at fertilization, the being will have 46: 23 from mom and 23 from dad
   G. The 23 from ovum and 23 from sperm “find” each other and pair up to make the 46 - so mother and father contribute to genetic inheritance equally
   H. However, some genes are dominant and some genes are recessive
   I. Dominant genes tend to be expressed because they overpower the recessive genes
   J. Recessive genes will be carried and passed on to the next generation.

III. What Heredity Determines
   A. All physical traits (height potential, hair color, eye color, etc.)
   B. Sex (the father’s sperm carry one sex chromosome that is either “Y” or “X”; the mother’s ova all carry an “X” chromosome; if an “X” sperm meets an ovum [XX] = girl; if a “Y” sperm meets an ovum [XY] = boy
   C. Genetic disorders and birth defects
   D. Emotional, mental and personality traits (interaction with the environment affects, remember)
   E. Genetic “predisposition” to certain diseases (i.e., types of cancer)
GENETIC DISORDERS

I. Birth Defects
A. We are all born with some defects - no one is perfect
B. Some defects are mild or go undetected, others are severe or even fatal
C. Some defects are immediately apparent, some surface later in life
D. Some defects are caused by heredity, some by environment, some by the interaction between the two

II. Types of Inherited Defects and Examples
A. Structural (physical appearance): club foot, cleft palate, Polydactylus spina bifida
B. Functional (physical functions): muscular dystrophy, cystic fibrosis
C. Metabolic (chemical functions): PKU, Tay Sachs, lactose deficiency
D. Blood (blood functions): hemophilia, sickle cell, thalassemia
E. Chromosome (chromosome mistakes): Downs syndrome, Klinefelter syndrome

III. How Defects are Caused
A. Heredity
   1. Dominant Inheritance (Ex: Dwarfism, Huntingtons) (go back to the six boxes of possible parents and substitute defect for eye color)
   2. Recessive Inheritance (Ex: sickle cell)
      (go back to the six boxes of possible parents and substitute defect for eye color)
   3. Sex linked Inheritance (defect found on the sex chromosome and is inherited only by one sex although carried by the other and passed down to children as either carriers or expressed) May be either dominant or recessive (example: hemophilia, muscular dystrophy, color blindness)
   4. Multi-factorial Inheritance (example: club foot, diabetes) - interaction of more than one gene

B. Environment
   1. First trimester crucial; especially first 1 ½ mos.
   2. Fetus affected if mother has:
      a. virus, infections (heart defects, deafness)
      b. STD’s (physical, mental damage, infection)
      c. medicine, drugs (physical or mental development)
      d. alcohol (fetal alcohol syndrome -FAS)
      e. cigarettes (low birth weight)
      f. malnutrition (physical and mental development)
   3. Other maternal factors:
      a. age of mother - extreme youth or age
      b. mother’s illnesses
      c. number and spacing of children

IV. Detection and Diagnosis
A. Ultrasound/Photoscope
B. Amniocentesis
C. CVB
D. Genetic counseling before pregnancy

V. Prevention
A. Genetic counseling (family history, medical history exam, tests, chromosome smash)
B. Pregnancy testing (see above)
C. In utero treatment
D. Prenatal care (for environmentally caused defects)
   1. maternal nutrition
   2. following physicians’ recommendations
   3. avoiding harmful substances
   4. exercise
   5. rest
GENES AND CHROMOSOMES - NOTES

General Information

1. Chromosomes contain genes
2. Body cells have 46 chromosomes
3. EXCEPTION: gametes (sperm and ova) contain 23
4. Errors can occur in either the sperm or ova
   a. Abnormal number
   b. Abnormal structure
   c. Abnormal arrangement
5. Error is repeated in all cells

Sex Determination

1. All ova (eggs) contain X chromosomes
2. Sperm contain either X or Y
3. XX = girl
4. XY = boy

Recessive and Dominant Genes

1. DOMINANT overpowers the other (recessive) gene
2. Both parents have to have a recessive gene for it to be expressed in offspring
   - sickle cell anemia
   - Tay Sachs

X Linked Disorders

1. Occurs when the mother carries a faulty gene
2. Sons have a 50% chance of manifesting the disorder
3. Daughters become carriers
4. X linked disorders
   - lack of immunity to infection
   - color blindness
   - hemophilia
   - muscular dystrophy
   - spinal atasia
HIGH TECH BABIES!

I. Infertility

A. In 40% of cases, the male partner is the one with the fertility problem
   1. No sperm produced
   2. Low sperm count
   3. Defective sperm (i.e., mobility problem, malformed sperm)
   4. Impotence
   5. Tube blockage (vas deferential, urethra)
   6. Structural defect in penis

B. In 50% of cases, the female partner is the one with the fertility problem

C. In some cases, both the male and the female are infertile

D. The causes of infertility are
   1. Hormone imbalance or deficiency
   2. Aging (fertility begins to decline at 30)
   3. STD’S resulting in tube blockage
   4. Previous illness (example: mumps in post-adolescent males)
   5. Injury (such as radiation treatment destroying ova)
   6. Chromosomal/genetic defect
   7. Environmental factors

II. Options for infertile couples

A. Remain childless
B. Adoption
C. Medication (hormone therapy)
D. Surgery (to correct structural defects)
E. ART (Assisted Reproductive Technology)

III. Major ART methods

A. Artificial insemination (sperm injected into the vagina at ovulation)
B. IVF (in vitro fertilization)
C. GIFT, ZIFT (gamete intra fallopian transfer, zygote intra fallopian transfer)
D. Zona drilling
E. Embryo cryopreservation (freezing)
F. Ovum donation
G. Embryo transfer
H. Surrogate mother (host uterus)
I. Embryo micro-manipulation (directly fertilizing egg with sperm in tube)
Models of Human Reproduction Systems

I. Supplies Needed

A. General Supplies
   1. cardboard or file folders
   2. rulers
   3. wire
   4. tape
   5. glue
   6. scissors

B. Suggested supplies for the male reproductive system
   1. string--epididymis and seminiferous tubules; vas deferens
   2. spaghetti noodles--urethra
   3. walnut shells--testes and scrotum
   4. dried peas--Cowper’s glands
   5. marshmallows--prostate gland
   6. balloons--seminal vesicles
   7. sponge--penis

C. Suggested supplies for female reproductive system
   1. sponge or small pears--uterus
   2. almonds--ovaries
   3. small straws--fallopian tubes
   4. bendable straws or balloons--vagina
   5. sand or salt--ova
   6. lifesaver--cervix

II. Procedure

A. Instruct students on reproductive systems, using text, diagrams, and medical models.

B. Tell the class they will be building their own models the following day in groups. Have them decide, with your guidance, what household items they should bring.

C. Have students construct and label models, using their diagrams. (This took a special materials class slightly over one class period.)

D. For closure, still within groups, have each student, without diagrams, explain the following:
   1. the path of sperm and what duty each part of the male reproductive system performs.
   2. trace the path of an ovum, explaining where fertilization occurs, etc., and where the cervix and endometrium are.

E. After this exercise, students should be ready to be tested on both reproductive systems

III. The models can also aid explanation of the following:

A. PID’s--how scar tissue can block path of sperm or ovum

B. Testicular cancer--how having one testis removed would not cause sterility

C. Partial hysterectomy--how removal of an ovary and/or fallopian tube would not cause sterility

D. Ectopic pregnancy

E. Vasectomy
## HUMAN REPRODUCTIVE SYSTEMS

### Part I: Female

#### OVARIES

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Unshelled almonds, about the size of an adult’s first thumb joint.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>In the abdomen</td>
</tr>
<tr>
<td>Function</td>
<td>Produce the female sex hormones estrogen and progesterone. Store and release female reproductive cells called ova.</td>
</tr>
</tbody>
</table>

#### OVUM

<table>
<thead>
<tr>
<th>Appearance</th>
<th>A grain of salt</th>
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</thead>
<tbody>
<tr>
<td>Location</td>
<td>Inside the ovaries</td>
</tr>
<tr>
<td>Function</td>
<td>develops into baby if fertilized</td>
</tr>
<tr>
<td>Detail</td>
<td>People commonly refer to it as an “egg”. Female infants are born with a lifetime supply of ova. Beginning in puberty, one ovum is released approximately once a month. Generally, each ovary releases an ovum once every other month. If the ovum is not fertilized, it is sloughed off during menstruation.</td>
</tr>
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</table>

#### FALLOPIAN TUBE

<table>
<thead>
<tr>
<th>Appearance</th>
<th>4 or 5 inch drinking straw--cocktail type--the size (circumference) is that of two stands of hair</th>
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</thead>
<tbody>
<tr>
<td>Location</td>
<td>One immediately to the right of the left ovary and one to the left of the right ovary</td>
</tr>
<tr>
<td>Function</td>
<td>Provides a passageway for the ovum from the ovary to the uterus; provides the needed environment for fertilization.</td>
</tr>
<tr>
<td>Detail</td>
<td>During sterilization, these tubes are severed to prevent the ovum from passing to the uterus.</td>
</tr>
</tbody>
</table>

#### FIMBRIA

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Fringe, finger-like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>At the end of each fallopian tube, next to the ovary.</td>
</tr>
<tr>
<td>Function</td>
<td>Appear to draw ova from the ovaries into the fallopian tubes.</td>
</tr>
</tbody>
</table>

#### UTERUS

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Upside-down pear, the size of a woman’s fist (about 3 inches long, 2 inches across at widest point).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Between fallopian tubes.</td>
</tr>
<tr>
<td>Detail</td>
<td>Is commonly referred to as the “womb”. The inner layer of the uterus thickens in preparation for pregnancy. If unneeded to mature a growing fetus, the lining separates and is discharged as menstrual flow. During pregnancy, the uterus stretches with the growing fetus, placenta, and amniotic fluid. The uterus is attached to ligaments and is mobile.</td>
</tr>
</tbody>
</table>
CERVIX

**Appearance:** Tip of a nose with a small hole in it, a life-saver with a small hole.

**Location:** Neck of the uterus blocking the vagina at upper end.

**Function:** Allows menstrual flow to pass from the uterus into the vagina. Opens during childbirth.

VAGINA

**Appearance:** About 3½ inches long muscular tube which is ordinarily collapsed.

**Location:** Positioned between the bladder and the rectum.

**Function:** provides a passageway for the menstrual flow; is a receptacle for the penis during sexual intercourse; provides a passageway during the birth of a baby from the uterus.

**Detail:** Hosts a variety of organisms which keep it clean and healthy. Can adjust to the size of a tampon or a baby being delivered.

HYMEN

**Appearance:** Thin fold of skin which partially covers the vagina.

**Location:** Outside opening of the vagina.

**Function:** Serves little purpose except to decrease possibility of infection.

**Detail:** An intact hymen used to be viewed as an indication of virginity. Today most young women break or stretch their hymens as a result of tampon use or strenuous exercise. If stretched, the hymen may cause pain during first acts of intercourse.

LABIA MAJORA (OUTER LIPS)

**Appearance:** Hair-covered fatty folds (lips).

**Location:** Either side of vaginal opening.

**Function:** Also retain scent-gland secretions.

LABIA MINORA (INNER LIPS)

**Appearance:** Inside labia majors framing vaginal opening.

**Location:** Forms a hood for the clitoris.

**Detail:** The folds of skin from which the labia minora have numerous nerve endings which make them very sensitive.

CLITORIS

**Appearance:** Small organ ½ to over 1 inch in length.

**Location:** In front of the opening of the urethra.

**Function:** Produces sexual excitement when touched during sexual activity.
Part II: Male

SCROTUM

**Appearance:** An external sac, darker skinned, and hair covered about the size of an unshelled walnut.

**Location:** Lies between the upper thighs just under the penis.

**Function:** Contains the testes (testicles) and regulates their temperature.

**Detail:** Their size varies with changes in temperature, sexual arousal, emotion and exercise.

TESTICLES

**Appearance:** Two separate almond-shaped masses each 1 ½ to 2 inches long. 1 inch wide, weighing about half an ounce.

**Location:** Loosely attached inside the scrotum

**Function:** Produce male hormone (testosterone). Produce millions of male sex cells (sperm)

**Detail:** The interior of each testicle is a system of tubes (thread-like structures) where sperm are produced and stored. One testicle often hangs a little lower than the other.

SPERM

**Appearance:** A pear-shaped structure with a tail(tadpole) microscopic in size

**Origin:** Testicles

**Function:** Fertilize female eggs and allow them to mature into babies. Contribute half of the chromosomes needed to produce a human being and determines its sex.

EPIDIDYMIS

**Appearance:** A c-shaped structure which fits around the back of each testicle. Each is a (210 feet), convoluted tube

**Location:** Over each testicle.

**Function:** Removes damaged sperm and cells. Serves as an organ where sperm ripen, increasing their fertilizing capacity.

VAS DEFERENS

**Appearance:** A pair of firm, cylindrical tubes each about 14 inches long, made of smooth muscle. They enlarge at the upper section ending in a duct and look like a half-cooked strand of spaghetti.

**Location:** Extends from the testicle into the abdominal cavity, around the back of the bladder to the prostrate gland.

**Function:** Stores and provides a passage way for sperm.

**Detail:** Muscle contractions in the vas deferens help sperm move through the tube. These tubes are cut and tied during sterilization (vasectomy) to block the passage of sperm.
<table>
<thead>
<tr>
<th><strong>SEMINAL VESICLES</strong></th>
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<tr>
<td><strong>Appearance:</strong></td>
<td>A pair of 2 inch long sacs.</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Alongside the upper, enlarged portion of the vas deferens connected to the prostate gland.</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td>Produces part of the ejaculate that nourish the sperm and allows them to become mobile.</td>
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<thead>
<tr>
<th><strong>PROSTATE GLAND</strong></th>
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<tr>
<td><strong>Appearance:</strong></td>
<td>A structure the size of a large chestnut or marshmallow composed of smooth muscle fiber and glandular tissue. The ejaculatory ducts and urethra pass through this gland.</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td>Produces a milky white fluid that mixes with sperm to form semen. Secretes small amounts of fluid into the urethra--fluid that is visible before ejaculation, contains sperm and can impregnate. Upon ejaculation, about a teaspoon of this fluid containing 150-600 million sperm is released.</td>
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<thead>
<tr>
<th><strong>COWPER’S GLAND</strong></th>
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<tr>
<td><strong>Appearance:</strong></td>
<td>A pair of pea-size structures.</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Below the prostate gland, on either side of the urethra.</td>
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<tr>
<td><strong>Function:</strong></td>
<td>Secretes a clear, sticky fluid during sexual arousal.</td>
</tr>
<tr>
<td><strong>Detail:</strong></td>
<td>The fluid neutralizes the acid in the urethra in preparation for the passage of sperm and may contain sperm from a prior ejaculation.</td>
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<tr>
<th><strong>URETHRA</strong></th>
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<td><strong>Appearance:</strong></td>
<td>A narrow tube about 9 inches long. The size of spaghetti.</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Extends from the bladder through the penis.</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td>Conducts urine and semen.</td>
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<tr>
<th><strong>PENIS</strong></th>
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<tr>
<td><strong>Appearance:</strong></td>
<td>A cylindrical structure filled with nerves and blood vessels and covered with loose fitting skin. It is composed of spongy masses which when filled with blood, cause it to become erect. In its relaxed state, it is about 3 inches long.</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Lower portion of pelvis.</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td>Provides sexual excitement and makes intercourse possible. Contains the urethra.</td>
</tr>
<tr>
<td><strong>Detail:</strong></td>
<td>The smooth rounded head, the glans, is richly endowed with nerves. In circumcision the foreskin of the penis is removed for religious or hygienic reasons.</td>
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The Reproductive Systems

The Female Reproductive System Internal Organs

1. List three functions of the female reproduction system:
   a. 
   b. 
   c. 

2. The ovaries produce _____________ and _________________.

3. The female sex cell is called the _________________.

4. When are the female’s eggs (ova) produced? ________________.

5. The ovaries contain as many as _______ eggs (ova).

6. The number of eggs (ova) that usually mature is about ________________.

7. The size of an egg (ovum) before it matures is about the size of ________________.

8. The process by which the ovaries release an egg (ovum) is called ________________.

9. After an egg (ovum) is released it enters the _________________.

10. The Fallopian tubes are lined with _____ which are __________ that push the egg along its way.

11. The ___________ is made of the strongest muscles in the body and is the place where the_____________. If the egg is fertilized?

12. The lining of the uterus is called the _______________ and provides a rich supply of blood for the developing fertilized egg.

13. The narrow end of the uterus is called the _________________.

14. The cervix acts as a _______________ which keeps the fetus from falling out of the uterus.

15. When the baby is ready to be born, the cervix _______________ and allows the baby to pass through the birth canal or _________________.

16. The vagina is a muscular tube similar to an _________________.

17. The purposes of the vagina are _______________ and _________________.

External Organs

18. The female’s external organs are called the _________________.

19. The _______________ is composed of two flaps of skin that protect the opening to the vagina. These two flaps of skin are called the _________________.

20. Where the two labia meet is a small, sensitive organ called the _________________.

21. Some women are born with a thin skin that partially covers the opening of the vagina. This skin is called the _________________.

Reproduction Unit 15
The Reproductive Systems

The Male Reproductive System

External Organs

1. The purpose of the male reproductive system is to _____________________________.

2. The male sex cell is called _____________________________.

3. The testes (testicles) produce _____________________________.

4. The testicles are held in a bag of skin outside the body called the _________________.

5. The _____________________________ is a fold of skin on the tip of the penis.

6. Some boys or men have this skin removed in a procedure called _________________.

7. The _____________________________ are located in the baby’s abdomen before birth. They descend into the scrotum shortly before birth.

8. The testicles are outside the male’s body because sperm require to be healthy and active.

Internal Organs

9. Draw a picture of a sperm cell: _____________________________.

10. Between the ages of ________________ and ________________ most boys begin to produce sperm in their _________________.

11. Inside the testes, the sperm are produced in tiny tubes called .

12. After the sperm have been produced, they are stored in the _____________________________.

13. When a man becomes ready to release the sperm cells from his body, the sperm cells must go through five structures of the male reproductive system before they are released. From the epididymis they go through tubes called the _____________________________.

14. After the sperm go through these tubes, they enter the where a thick substance (mostly made of sugar) is combined with the sperm.

15. This mixture is called _____________________________.
16. The next place the mixture passes through is called the ________________ gland where more fluid is mixed with the sperm.

17. As the semen enters the urethra, a tube which carries both ________________ or (never at the same time), the ________________ gland secretes a liquid to clean the urethra so that sperm will not be killed by traces of urine.

18. The penis must be erect when the semen is ready to be released from the body. The penis becomes erect when ________________fills the spongy erectile tissue.

19. Semen is released from the body in an ejaculation. The amount of semen released in one ejaculation is about ________________. Even through this is a small amount, about ________________sperm cells are in each ejaculation.

20. Why do you think so many more sperm are produced than ova.?

21. What is the main purpose of both the male and female reproductive systems?

22. Write two (2) questions that you have:

   a.
   b.
Review of Male and Female Reproductive System

I. The Male Reproductive System
   a. What makes up the inside structure of the penis?
   b. What makes the penis become erect (stiff)?
   c. What is the scrotum?
   d. What are the two functions of the testes?
      1. 
      2. 
   e. What are male sex cells called? Draw a picture of one.
   f. What tube leads from the bladder down through the penis?
   g. What is semen?
   h. What is an orgasm?
   i. How does ejaculation take place?

II. The Female Reproductive System
   a. What parts of the body do the outer and inner lips protect?
   b. What is the name of the membrane that partly covers the vaginal opening?
   c. What is the function of the uterus? Draw one.
   d. Why must the cervical opening stretch?
   e. Where are the Fallopian tubes located?
   f. What are the two main functions of the ovaries?
      1. 
      2. 
   g. Why do you think so many more sperm are produced than ova?
READING GUIDE

Masculinity and Femininity

“The Menstrual Cycle” (pages 36-39)

1. What is the normal age range for girls to start to menstruate? ________________________

2. Briefly outline the four (4) stages of the menstrual cycle.
   a. _________________________________________
   b. _________________________________________
   c. _________________________________________
   d. _________________________________________

3. Briefly outline the four (4) stages of hormone activity during the menstrual cycle.
   a. _________________________________________
   b. _________________________________________
   c. _________________________________________
   d. _________________________________________
   e. _________________________________________

4. What two (2) hormones are important in the menstrual cycle?
   a. _________________________________________
   b. _________________________________________

5. What is the amount of normal blood-loss during menstruation?

6. What is the normal range of days from one period to the next?

7. What problems can bring on or delay a woman’s period?________________________________________
   _________________________________________________________________________________________

8. What are normal discomforts during menstruation?

9. Why is regular exercise recommended during menstruation? _______________________________________

10. For what reasons should a woman see her doctor about her period? ______________________________

11. What kinds of hygiene (cleanliness) are necessary during menstruation?

12. What kinds of hygiene are not necessary during menstruation?___________________________________
   _________________________________________________________________________________________

13. Complete the sentences: “Menstruation is a _________________ process. It is not a ______________ operation requiring antiseptic or cosmetic treatments.

14. Were you surprised by any of the three (3) facts about menstruation on page 39? If so, which ones,? Explain.
   _________________________________________________________________________________________
   _________________________________________________________________________________________
   _________________________________________________________________________________________

Name:
Date:
## Contraception Chart

<table>
<thead>
<tr>
<th>Method</th>
<th>Type</th>
<th>How Effective?*</th>
<th>Reduces STI Risk?</th>
<th>Cost</th>
<th>Side Effects</th>
<th>Prescription Required?**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinence</td>
<td>Behavioral</td>
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<tr>
<td>Outercourse</td>
<td>Behavioral</td>
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<tr>
<td><strong>Male Condom</strong></td>
<td>Barrier</td>
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<tr>
<td><strong>Female Condom</strong></td>
<td>Barrier</td>
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<tr>
<td><strong>Diaphragm, Cervical Cap</strong></td>
<td>Barrier</td>
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<tr>
<td><strong>The Pill</strong></td>
<td>Hormonal</td>
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<tr>
<td><strong>the patch</strong></td>
<td>Hormonal</td>
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<tr>
<td><strong>the shot</strong></td>
<td>Hormonal</td>
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<tr>
<td><strong>the ring</strong></td>
<td>Hormonal</td>
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</tbody>
</table>
## Contraception Chart

<table>
<thead>
<tr>
<th>Method</th>
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<th>How Effective?*</th>
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<th>Cost</th>
<th>Side Effects</th>
<th>Prescription Required?**</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Morning After Pill” (EC)</td>
<td>Hormonal</td>
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<tr>
<td>IUD</td>
<td>Long term</td>
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<tr>
<td>Vasectomy</td>
<td>Permanent/Surgical</td>
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<tr>
<td>Tubal Ligation</td>
<td>Permanent/Surgical</td>
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<tr>
<td>Rhythm Method</td>
<td>Natural</td>
<td></td>
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<tr>
<td>Natural Family Planning</td>
<td>Natural</td>
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<td></td>
<td></td>
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<tr>
<td>Withdrawal</td>
<td>Natural</td>
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</tbody>
</table>

* Percent effective when used consistently and correctly  
** A prescription and clinic visit is needed and possibly an exam
<table>
<thead>
<tr>
<th>Name of STD/STI</th>
<th>Curable/ Non-curable</th>
<th>Name of Bacteria/ Parasite/ Virus</th>
<th>Symptoms and/or Asymptomatic</th>
<th>Long term effects</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chlamydia</td>
<td></td>
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<td>Males-</td>
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<td>Females-</td>
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<tr>
<td>Gonorrhea</td>
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<td>Males-</td>
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<td></td>
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<td>Females-</td>
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<tr>
<td>Syphilis</td>
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<td>Males-</td>
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<td></td>
<td></td>
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<td>Females-</td>
<td></td>
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<tr>
<td>Scabies and Pubic Lice (crabs)</td>
<td></td>
<td></td>
<td>Males-</td>
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<tr>
<td></td>
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<td>Females-</td>
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</tr>
<tr>
<td>Name of STD/STI</td>
<td>Curable/Non-curable</td>
<td>Name of Virus/Bacteria/Parasite</td>
<td>Symptoms and/or Asymptomatic</td>
<td>Long term effects</td>
<td>Treatment</td>
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<tr>
<td>Hepatitis B</td>
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<td>Males-</td>
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<td>Females-</td>
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<td></td>
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<tr>
<td>HPV (Genital Warts)</td>
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<td></td>
<td>Males-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Females-</td>
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<tr>
<td>Herpes</td>
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<td>Males-</td>
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<td>Females-</td>
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<td>HIV</td>
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<td></td>
<td></td>
<td>Females-</td>
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</tr>
</tbody>
</table>
Reproductive Health Care Questions

1. What is a gynecologist?
2. What is a speculum?
3. What is a pelvic exam?
4. What is a Pap test?
5. Why should a woman see a gynecologist once a year?
6. What is a urologist?
7. What is the purpose of a prostate examination?
8. Why would a man go to see a urologist?
9. What are dysmenorrhea and amenorrhea?
10. What is Pre-Menstrual Syndrome (PMS)?
11. What causes cramps?
12. What is endometriosis?
13. What is Toxic Shock Syndrome (TSS) and what causes it?
14. What are three (3) things a woman can do to reduce her risk of TSS?
15. What is vaginitis and what causes it?
   a. How is vaginitis treated and prevented?
16. What is cystitis and what causes it?
   a. How is cystitis treated and prevented?
17. Why should women avoid wearing silk or synthetic underpants or tight jeans or panty hose without cotton crotches?
18. What is hygiene and why is it an important part of reproductive health care?
19. What is the purpose of Testicular Self Exam (TSE)?
20. How should TSE be done?
21. What is the purpose of Breast Self Exam (BSE)
22. How should BSE be done?
23. Why is it important for cancer to be detected and treated early?
24. What is preventative reproductive health care and why is it important?
Breast and Testicular Self-Examination Film Guides

1. What is the key to recovery from cancer?

2. Why do you think people do not do monthly breast or testicular self-examinations.

3. 90% of breast cancer cases are detected by whom?

4. When is the best time to do a breast self-exam? Why?

5. Name 10 warning signs for breast cancer:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

6. Briefly describe the three (3) steps to a breast self-exam:
   a. 
   b. 
   c. 

7. What should a woman do if she detects one of the warning signals?

8. List three (3) myths about breast cancer:
   a. 
   b. 
   c. 

9. Testicular cancer is most common in men of what age group?

10. Name five (5) warning signals of testicular cancer:
    a. 
    b. 
    c. 
    d. 
    e. 

11. When is the best time for a man to do his monthly testicular self-exam?

12. If a man does feel a lump at the back of each testicle, what could it be besides cancer?

13. On which part of the testicle do most abnormalities occur?

14. What should a man do if he does find a lump or detects one of the other warning signals?

15. List four (4) myths about testicular cancer.
   a. 
   b. 
   c. 
   d.
GENETIC DISORDERS

Individual Research of a Specific Genetic Disorder

Name of disease:

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to know</th>
<th>Learned</th>
</tr>
</thead>
</table>

Information sheet about specific genetic disorders are available from the March of Dimes.
UNEQUAL RESOURCES

Goals
To provide an opportunity for observing group use of resources which have been distributed unequally, such as human heredity and ability.

Group size
Groups of 2-4

Time Required
One class period

Materials Utilized

1. Scissors, ruler, paper clips, glue, black felt-tipped markers and construction paper in six colors
2. Unequal Resources Task sheet for each group
3. Large envelopes to hold each group’s resources. In the example below, the envelopes will contain the following resources designated by group:
   - Group 1 - scissors, ruler. Paper clips, pencils and two 4” squares of red paper and two of white
   - Group 2 - scissors, glue and 8 1/2" x 11" sheets of paper (two green, two white, two yellow
   - Group 3 - felt-tipped markers and 8 1/2" x 11" sheets of paper (two green, two white, two yellow
   - Group 4 - 8 1/2" x 11" sheets of paper (one each; green, yellow, black, red and orange

Physical Setting
Table and chairs for each group. These should be placed far enough away from each other so that each group’s bargaining position is not betrayed by casual observation.

Process
1. The facilitator asks groups to be seated at their individual tables and distributes an envelope of materials and a Tasks sheet to each group
2. The facilitator asks the group not to open their materials until he tells them to begin the task. He then explains that each group has different materials but that each group must complete these same tasks. He explains that they may bargain for the use of materials and tools in any way that is mutually agreeable. He emphasizes that the first group to complete all tasks is the winner.
3. The facilitator gives the signal to begin and attempts to observe as much group and bargaining behavior as he can, so that he can supply some of the feedback during the final phase.
4. The facilitator stops the process when winner have been declared and groups have been allowed to complete ongoing tasks.
5. During the discussion, the participants may make process observations concerning utilization of resources, sharing, bargaining, and competition, using the facilitator (and process observers) as an outside consultant to supply feedback on individual and group behavior.

UNEQUAL RESOURCES TASKS SHEET

Each group is to complete the following tasks:

1. Make a 3" x 3" square of white paper
2. Make a 4" x 2" rectangle of gold paper
3. Make a four-link paper chain, each link in a different color
4. Make a T-shaped piece 3" by 5" in green and white paper
5. Make a 4" by 4" flag, in any three colors
FERTILIZATION AND PREGNANCY QUESTIONS

**Fertilization**

1. How many chromosomes does the female’s sex cell contain?
2. How many chromosomes does the male sex cell contain?
3. What is the symbol of the female sex chromosome?
4. What is the symbol of the male sex chromosome?
5. If the sperm cell with an X fertilizes an egg, cell, what sex will the baby be?
6. If the sperm cell with a Y fertilizes an egg cell, what sex will the baby be?
7. What happens to the menstrual cycle after fertilization takes place?
8. What is the name of the developing organism after it has implanted in the uterine wall?
9. What is the most important element in the development of a health embryo?
10. What is the purpose of the umbilical cord?
11. Name three things the mother is doing for her baby while she is pregnant
12. What is the purpose of the amniotic sac?

**Pregnancy**

1. How long is a trimester?
2. When is a spontaneous abortion (miscarriage) most likely to occur?
3. How does the mother feel in the second trimester?
4. What is “quickening”
5. What happens to the mother’s breasts during the 6th or 7th month?
6. What is the average weight gain during pregnancy?
7. What happens during the second stage of labor?
8. What is an episiotomy?
9. Why are forceps sometimes used by the doctor during birth?
10. What is the afterbirth?
11. What is the vernix?
CHARACTERISTICS OF THE DEVELOPING FETUS/
CHARACTERISTICS OF THE PREGNANT FEMALE

**Purpose:** To give students specific information pertaining to the characteristics of the developing fetus and of pregnancy

To provide students with the opportunity to work in groups and to gather data.

To provide students with the opportunity to organize results of their research and to present data orally to the class

To have students record research results from each group in chart form

**Time Required:** 3 class periods

**Materials:**
- A Child is Born
- Masculinity and Femininity
- Additional resource material (if desired)
- Butcher paper
- Marking pens
- Tape
- Note making Guide (one per student)

**Procedure:**

Day 1: Class is divided into nine groups of 2-4 students. Each group is assigned one month of a pregnancy. Students are directed to organize their desks in such a way as to facilitate group interaction and to begin searching through resource materials for information pertaining to the directed to gather data concerning the physical development of the fetus (embryo) during the month of pregnancy assigned to them and the physical/emotional state of the mother during that month. Students must also find a graphic illustration of the developing fetus for their month. They are to take notes

Day 2: Groups are to divide the tasks of 1) Listing the characteristics of the fetus on the butcher paper, 2) Listing the characteristics of the mother on the butcher paper, and 3) Drawing the illustration of the fetus on the butcher paper. Note: A sample butcher paper illustration should be provided showing students how the paper should be arranged.)

Day 3: Students reconvene as a class. Each student should be provided with a Note making Guide (see attached). Beginning with Month 1, each group will present the group’s findings to the class. (Groups may elect spokesman or alternate presentation of the data.) Class will take notes on the guide as each group presents. Completed projects are displayed, in progressive order, in the classroom.
## STUDENT NOTE MAKING GUIDE

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Characteristics of Fetus</th>
<th>Characteristics of Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Trimester</strong></td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Second Trimester</strong></td>
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<td><strong>Third Trimester</strong></td>
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</tbody>
</table>
Abortion Lesson Plan ****DRAFT****

1. State Ground rules:
   ✓ You may express opinions, beliefs, and values; however, this is neither a debate nor a talk show. We are not here to argue or “convince” anyone.
   ✓ You may keep your private position and opinions private. No one will be asked or forced to reveal their personal opinions. (Including the teacher.)
   ✓ Proper terminology will be taught and then used. Insulting, attacking or prejudicial language will not be tolerated.
   ✓ This is an information lesson. It will give you the basis for forming or defending your point of view from a position of knowledge. No final conclusions or position will be required.

2. Definition: Abortion is the intentional termination of a pregnancy by medical removal of an embryo or fetus from the uterus.

3. Instruct students to number from 1 – 10 on scrap paper and answer “Y” (yes) or “N” (no) for each case according to whether or not an abortion should be permitted in each case. Note that in all cases the pregnant woman is seeking an abortion. REMIND STUDENTS THAT THEIR ANSWERS ARE PRIVATE AND WILL NOT BE READ, DISCUSSED OR COLLECTED:
   1. A rape victim
   2. An unmarried teen who became pregnant the first time she had intercourse
   3. An unmarried 20-year old with four sexual partners, unsure of paternity
   4. An unmarried drug addicted, jobless female with two previous abortions
   5. A 37-year old married woman whose amniocentesis predicts Down syndrome
   6. A 23-year old diabetic college student whose boyfriend’s condom broke
   7. A mildly retarded female impregnated by a married man
   8. A 45-year old married mother of six whose husband has just lost his job
   9. A 27-year old lawyer who was on the pill
   10. A 35-year old HIV+ prostitute

4. Have students look over their list of Y’s and N’s WITHOUT REVEALING OR DISCUSSING THEM. Explain the following political continuum:
   Pro-Choice-------------------------------------------------------------Pro-Life
   (All Y’s)     (Some Y’s, some N’s, (All N’s)
               depending on case)

5. Have students list some reasons for positions due to personal, political, religious beliefs:
   • Pro Choice: Government obligation to protect woman’s right to freedom of choice; separation of church and state; privacy; safer when legal; medical decision not governmental, etc.
   • Pro Life: Government obligation to protect the right to life of the unborn; moral decision; adoption is an option; all life is sacred; abortion is murder, etc.
   • Middle ground: Abortion should be legal but restricted to certain reasons such as rape, incest, medical danger to mother, etc.
6. Briefly discuss the history of abortion law in the USA:
   • Colonial times – abortion was permitted under English law until soul entered at 40 days
   • 1821: first US law banning abortion after “quickening” (movement) in Connecticut
   • 1845: Massachusetts passed first law banning abortion and contraception (Comstock Laws)
   • By 1900, 44 states had laws banning abortion (rest of states allowed abortion only for rape or mortal
danger to mother.)
   • 1973 Supreme Court decision (Roe vs Wade) struck down all state laws banning abortion in a 5-4 decision
 siding with Jane Roe that Texas’ law restricting abortion was unconstitutional due to a Constitutional right
to privacy. All states immediately had to remove their laws against abortion, effectively legalizing
abortion nation wide. Under the decision, states were allowed to restrict abortion in the second trimester
and to outlaw it in the third trimester. A Medical Doctor must perform abortions in a licensed facility.
   • 1976: Hyde amendment banned federal funding of abortion (i.e., government will not pay for abortion for
poor women under Medicaid)
   • 1980: President Reagan’s proposed Constitutional amendment banning abortion failed
   • 1988: RU-486 pill for early abortion
   • 1989: Supreme Court decision (Webster vs Reproductive Health Services) upheld Missouri laws further
restricting abortion
   • 1992: Supreme Court decision (Planned Parenthood vs Casey) upheld Pennsylvania laws requiring 24-
hour wait and parental consent for minors. Struck down law requiring husband’s consent.
   • 1993: Florida abortion clinic bombed, doctor killed, “Freedom of Access” law banning protesters from
blocking clinic access passed by Congress
   • 1997: Virginia passes parental notification law
   • Recently, RU-486 was approved for use in the USA but remains controversial; many states are
considering laws making it a crime to transport a minor across state lines for an abortion; and many states
are considering testing the Roe vs Wade decision with a new case in the hope that the new members of the
Supreme Court will reverse the 1973 decision and allow states or the US Congress to pass laws banning
abortion

7. Assign students further individual assignments to determine their understanding of the issue:
   • Write a dialogue between two people on the subject of abortion
   • Interview parents
   • Conduct Internet research comparing Pro-Choice and Pro-Life web sites
Child Development Unit

Vocabulary
- Theory
- Childhood

Notes
- Child Development Theories
- Erikson
- Piaget
- The Developing Child
- Infancy
- Toddler
- Play Age
- School Age

Activity/Project Ideas
- Infancy Interview
- "A Look At The Newborn" (by H.D. Riley, M.D.)
- Infancy: The First Year
- Infant Safety
- Autonomy Lesson
- “If” poem
- "How Children Learn to Talk" (Current Consumer)
- "Young Children's Love Objects (by Marilyn Sherman)
- Types of Discipline
- Differences Between Good and Responsible Parents
- Early Children Parent Interview
- "Play"
- Play Age Child Chart
- Reading to Children
- Children's Book Project
- Memory and Accomplishment
- Child Abuse Chart
- Childhood Project
Standards of Learning

9.5 The student will survey and analyze the human life span from the neonatal period through old age and death including

- major human development theories including those of Erik Erikson, Jean Piaget, Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists.
- development patterns, sequence, and rates
- physical, cognitive, social and emotional changes that occur in infancy, early childhood, late childhood, adolescence, young adulthood, mature adulthood and old age
- factual information, attitudes, customs, and emotional reactions relating to death and grief

9.6 The student will understand and develop positive child rearing skills by analyzing

- the physical, emotional and financial adjustments of families to a new child
- the skills and attitudes needed to become a competent parent
- the problems and joys of child rearing and of changes in parental responsibilities as the child develops
- personal attitudes towards child rearing issues
- child rearing skills appropriate for fostering healthy child development
- parental discipline styles
- benefits of effective child rearing and childcare for individuals, families and society
- issues of child abuse including neglect, physical, emotional, and sexual abuse
### Child Development Vocabulary

#### Theory
- human development
- physical development
- mental/cognitive development
- moral development
- social development
- emotional development
- sexual development
- stages of development
- infancy
- toddler
- play age
- school age
- adolescence
- young adult
- mature adult (middle age)
- old age
- developmental tasks
- trust/mistrust
- autonomy/shame and doubt
- initiative/guilt
- industry/inferiority
- identity/identity confusion
- intimacy/isolation
- generativity/stagnation
- integrity/despair
- nature
- nurture

#### Childhood
- neonatal
- attachment
- bonding
- stimulation
- stranger anxiety
- separation anxiety
- thrive
- failure to thrive
- love objects
- object permanence
- play
- stages of play
- discipline
- autocratic/authoritarian
- permissive
- democratic/developmental
- consequences
Child Development Theories: Giants in the Field

I. Erik Erikson
A. 1902-1993 (United States)
B. Was a student of Sigmund Freud
C. Studied with Anna Freud (Freud’s daughter)
D. Taught at Harvard and Berkley
E. Believed that children go through stages of personality development
F. Each stage has its own crisis, or struggle between positive and negative outcomes, which must be worked through successfully
G. Eight stages/crises of man:
   1. Infancy Trust vs. Mistrust
   2. Toddler Autonomy vs. Shame and Doubt
   3. Play Age Initiative vs. Guilt
   4. School Age Industry vs. Inferiority
   5. Adolescence Identity vs. Identity Confusion
   6. Young Adult Intimacy vs. Isolation
   7. Mature Adult Generativity vs. Stagnation
   8. Old Age Integrity vs. Despair
H. Each stage builds on the successful completion of earlier stages
I. Upon successful completion of each stage a virtue or strength emerges
J. The challenges of stages not successfully completed may be expected to reappear as problems in the future
K. Believed that treatment as an infant determines, to a large degree, how a person views the world
L. Has done personality studies of several famous historical figures

II. Jean Piaget
A. 1896-1981 (Switzerland)
B. His theories of development of intelligence are widely studied
C. Spent nearly 50 years studying children of all ages to discover how intelligence develops (also studied and observed his own children)
D. Defined four major developmental periods in the growth of intelligence
   1. Sensori-motor period (0-2)
   2. Preoperational period (2-7)
   3. Concrete operational period (7-12)
   4. Formal operational period (12 and up)
E. Believed intelligence begins at birth and develops through baby’s interaction with the environment
   1. the infant is active and seeks stimulation and contact with the environment
   2. the quality of the environment is very important to the development of the intelligence
   3. child is an active learner at all stages; development is orderly and sequential
   4. the rate of development is affected by the experiences made available to the child
   5. ideally parents and caregivers should provide a stimulating, rich environment
F. Children move from reflexes and concern with its own body to deliberate action, coordinating behavior, experimenting, symbolic thoughts, language, and logical thinking
III. Sigmund Freud
A. 1856-1939 (Vienna, Austria)
B. Known as the “Father of Modern Psychology”
C. Influenced as a boy by Charles Darwin’s theory of evolution (Origin of the Species) and by Gustav Fechner’s founding of the science of psychology—the study of the mind
D. Believed that all behavior is motivated; either consciously or unconsciously
E. Believed that psychological principles could be applied to raising children
F. Believed that the personality changes and develops, especially during periods of infancy, childhood and adolescence
   1. Child gains control over actions
   2. Perception, memory and thinking develop
   3. Person functions in a smoother manner as they develop
   4. Matures
G. Divided man’s “mind” into id, ego, superego—each with function and impact on others
H. Believed that children move from stage to stage of psycho-sexual development: oral, anal, phallic, latency, genital
I. Some of Freud’s theories have been challenged, especially “penis envy” and Oedipal/Electra Complex

IV. Lawrence Kohlberg
A. 1927-1987 (New York)
B. Has studied development of moral development in children
C. Believed that children go through stages of moral development
   1. Early pre-moral stage: infant is totally egocentric
   2. Pre-moral stage: “hedonism” with fear of punishment
   3. Early conventional morality: upholds rules out of desire to please others (mother, father, teachers…)
   4. Conventional morality: upholds rules, knows general rules of behavior, compares individual rules to the rules of society
   5. Post-conventional morality: abstract moral philosophy; ideas of right and wrong; follows moral code; obeys laws; concerned with legality
   6. Individual conscience: self-directed moral choice based on the betterment of society
D. Not all individuals reach the last stage
   1. Believed that most people function on a daily basis at around level five
   2. Believed that it is possible for people to achieve level six, and cites several historic examples (Martin Luther King Jr., Rosa Parks, Ghandi, Harriet Tubman, Abraham Lincoln, Mother Theresa) of people who functioned at level six in either specific instances or over the course of their lives
Erikson’s Stages of Psychosocial Development

Infancy (Birth-12 months)
- Psychosocial Crisis: Trust vs. Mistrust
- Main question asked: “Is my world predictable and supportive?”
- Central focus: Receiving care
- Positive outcome: Trust in people and the environment
- Virtue: Hope
- Developmental tasks: Attachment, maturation of sensory, perceptual, and motor functions

Toddler (1-3 years)
- Psychological Crisis: Autonomy vs. Shame and Doubt
- Main question asked: “Can I do it by myself? Or will I always need help?”
- Central focus: Imitation
- Positive outcome: Pride in self, assertion of will
- Virtue: Will
- Developmental tasks: Locomotion, language development, self-control, egocentrism

Play Age (3-5 years)
- Psychosocial crisis: Initiative vs. Guilt
- Main question asked: “Am I good or bad?”
- Central focus: Identification
- Positive outcome: Able to initiate activities and enjoy learning
- Virtue: Purpose
- Developmental tasks: Sex-role identification, fantasy play, early moral development, self-esteem, group play

School Age (5-11 years)
- Psychosocial crisis: Industry vs. Inferiority
- Main question asked: “Am I successful at what I do or am I worthless?” How a child does at school becomes important in development
- Central focus: Education
- Positive outcome: Acquire skills for and develop competence in work; enjoy achievement
- Virtue: Competence
- Developmental tasks: Friendship, skill learning, self-evaluation, team play
Adolescence (11-18 years)
- Psychosocial crisis: Identity vs. Identity Confusion
- Main question asked: “Who am I? Where am I going in life?”
- Central focus: Peer group
- Positive outcome: A strong identity that is predictable, reliable and consistent; ready to plan for the future
- Virtue: Loyalty
- Developmental tasks: Physical maturation, emotional development, membership in peer group, sexual relationship

Young Adult (18-35 years)
- Psychosocial crisis: Intimacy vs. Isolation
- Main question asked: “Will I be able to share my identity with a significant other?”
- Central focus: Care giving
- Positive outcome: Form close relationships and share with others
- Virtue: Love
- Developmental tasks: stable relationships, child rearing, work

Mature Adult (35-65 years)
- Psychosocial crisis: Generativity vs. Stagnation
- Main question asked: “Will I produce something of value with my life?”
- Central focus: Creativity
- Positive outcome: Nurturing children or helping the next generation in other ways
- Virtue: Care
- Developmental tasks: Nurture close relationships, management of career and household, parenting

Old Age (65 and older)
- Psychosocial crisis: Integrity vs. Despair
- Main question asked: “Have I gained a sense of wisdom and am I satisfied with the way my life has gone?”
- Central focus: Introspection
- Positive outcome: A sense of fulfillment about life; A sense of unity with self and others
- Virtue: Wisdom
- Developmental tasks: Promote intellectual vigor, redirect energy to new roles and activities, develop a point of view about death

adapted from www.wikipedia.org
### Piaget
Cognitive Theory

<table>
<thead>
<tr>
<th>Sensori-motor</th>
<th>Concrete Operations</th>
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<tbody>
<tr>
<td><strong>(birth-2 years)</strong></td>
<td><strong>(7-12 years)</strong></td>
</tr>
<tr>
<td>5 Senses</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; grade through 7&lt;sup&gt;th&lt;/sup&gt;, 8&lt;sup&gt;th&lt;/sup&gt;, 9&lt;sup&gt;th&lt;/sup&gt; grade</td>
</tr>
<tr>
<td>Taste, Touch, Smell. See, Hear</td>
<td>Huge vocabulary</td>
</tr>
<tr>
<td>Movement</td>
<td>Categories</td>
</tr>
<tr>
<td>Locomotion</td>
<td>classify objects by shape, color, size</td>
</tr>
<tr>
<td>Seemingly random</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>Reflexes</td>
<td>Right and Wrong</td>
</tr>
<tr>
<td>No Formal Language</td>
<td>Morality based on laws not judgment</td>
</tr>
<tr>
<td>Communicates verbally and nonverbally</td>
<td>Few shades of gray areas</td>
</tr>
<tr>
<td></td>
<td>Personal experiences guide judgment</td>
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</tbody>
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| Pre-operational        | Formal Operations    |
| **(2-7 years)**        | **(12 years—adulthood)** |
| Beginning to learn formal language | Abstract thinking |
| No logical thought     | Quality of thought   |
| Slow process of “organizing” mind | Conceptual thought |
| Language increases/thinking ability increases | Hypothetical thought |
| Egocentric             | Logical deductions based on imagined conditions |
| Trial and Error        | Higher moral judgment |
| Fantasy and Reality    | Can discuss abstract ideas |
| Thought Processes:     | good vs. evil        |
| animism- nonliving things are real | justice |
| artificialism- artificial explanations | love |
| dreams- real and others can see them | Can make predictions |
| rules- come from higher power and unchangeable | |

Condensed from the HG&D student reference handbook on p. 20
### THE DEVELOPING CHILD

This chart lists some of the things children can do at different ages, and some ways parents can help them learn at each state of growth. Although children usually show behaviors in the order in which they are listed on this chart, children differ in the age at which they show each behavior. For example, many children take their first steps at 12 months. However, a child may start walking at 7 or 15 months and still be well within the normal range. Therefore, the ages listed on this chart are only approximate.

<table>
<thead>
<tr>
<th>AT AGE...</th>
<th>CHILDREN MAY BE...</th>
<th>PARENTS CAN...</th>
</tr>
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<tbody>
<tr>
<td>0-6 Months</td>
<td>...learning to follow moving objects with their eyes&lt;br&gt;...starting to reach for objects&lt;br&gt;...babbling and playing with sounds&lt;br&gt;...responding to human voices</td>
<td>...lay babies on a pad on the floor so they can move about freely&lt;br&gt;...suspend bright objects over their cribs for them to look and grab at&lt;br&gt;...pick up children’s sounds and repeat&lt;br&gt;...put brightly colored and patterned pictures and objects in their rooms&lt;br&gt;...provide touching, testing and reaching experiences&lt;br&gt;...talk to children about things around them&lt;br&gt;...sing to children</td>
</tr>
<tr>
<td>6-12 months</td>
<td>...crawling and sitting without support&lt;br&gt;...holding and manipulating objects&lt;br&gt;...imitating the sounds and rhythms of human speech</td>
<td>...encourage reaching and crawling by putting brightly colored objects just beyond their reach&lt;br&gt;...let children crawl and explore inside and outdoors on the grass&lt;br&gt;...provide a variety of objects to touch, hold, shade and bang&lt;br&gt;...continue to talk to children as much as possible and begin reading simple stories</td>
</tr>
<tr>
<td>12-18 months</td>
<td>...throwing or dropping objects and watching them fall&lt;br&gt;...beginning to speak their first words&lt;br&gt;...beginning to walk</td>
<td>...provide containers and other household objects that they can stack, nest inside each other, or drop objects into&lt;br&gt;...name different objects that they are touching or looking at, or that appear in books&lt;br&gt;...give them objects of different shapes to handle&lt;br&gt;...continue to talk to children as much as possible and begin reading simple stories</td>
</tr>
<tr>
<td>18-24 months</td>
<td>...becoming much more physically active&lt;br&gt;...expressing a desire to be independent and do things themselves.</td>
<td>...help children perform as many tasks as they are able, like carrying objects and liquids to the table&lt;br&gt;...begin taking them on short trips, such as to the pet store or on a bus ride&lt;br&gt;...let them get outdoors a lot&lt;br&gt;...continue reading to children, including children’s poetry</td>
</tr>
<tr>
<td>2-3 years</td>
<td>...expressing a desire to be independent and do things themselves&lt;br&gt;...using simple sentences&lt;br&gt;...asking questions like “why” or “what’s that?”</td>
<td>...help children perform as many tasks as they are able, like carrying objects and liquids to the table&lt;br&gt;...begin taking them on short trips, such as to the pet store or on a bus ride&lt;br&gt;...let them get outdoors a lot&lt;br&gt;...continue reading to children, including children’s poetry</td>
</tr>
<tr>
<td>3-5 years</td>
<td>...developing the strength and coordination to perform many household activities&lt;br&gt;...becoming very talkative&lt;br&gt;...using complete sentences and showing a knowledge of language rules&lt;br&gt;...showing an interest in fantasy and make-believe</td>
<td>...give children responsibility and opportunity to do as many things as they can in the household&lt;br&gt;...give children opportunities to talk, and help them put their feelings into words&lt;br&gt;...let children choose some of their own books from the library&lt;br&gt;...provide play experiences with other children&lt;br&gt;...give them toys they can take apart and build with</td>
</tr>
</tbody>
</table>
INFANT

I. Infant's immediate needs - neonate
   A. Food (good nutrition is vital)
   B. Sleep
   C. Warmth
   D. Cleanliness
   E. Love
   F. Stimulation

II. Infant's total dependence - characteristics
   A. Reflexes (sucking, startle, grasping, plantar)
   B. Need of nurturing person - totally dependent
   C. Stabilization of processes by end of first month

III. Newborn's effect on family and especially on mother
   A. Mother, father and sibling adjustment to new presence
   B. Mother's own personality and ability to nurture becomes relevant
   C. Development of mutuality between nurturing person and child
   D. Father's role in nurturing child

IV. Possible negatives for neonate
   A. Unwanted infant and intra-familial problems
   B. Influence of infant's sex on way parents handle infant

V. Development of basic trust in nurturing person, then in world, and finally in self
   A. Stimulation of infant by nurturing person
   B. Consistency of response and care/mother's ability to nurture
   C. First four months crucial in terms of physical care
   D. Second half of infancy crucial for meeting emotional needs
   E. Interplay of physical and psychosocial factors is important
      1. mother's security and maturity
      2. attachment behavior of infant
      3. infant's smiling response
   F. Institutionalized infants

VI. Infant's cognitive development (learning to know)
   A. Piaget's six stages (sensori-motor)
   B. Development of speech
   C. Locomotion
   D. Self-gratification
      1. oral (sucking)
      2. love object (security toy, blanket, etc.)
      3. genital play
   E. Disturbances to development.

VII. Infant undergoes profound physical changes through period of infancy
   A. Body shape and size
   B. Physical abilities

VIII. Infant lays foundation for future emotional stability and character traits
   A. Cognitive capacities
   B. Emotional needs and development of trust

IX. Oral phase
   A. Sucking reflex
   B. Eroticism (mouth, cheeks, lips)
   C. Self-exploration / self-manipulation of genitals
      1. Infant erections; reflex at first and then becomes eroticized
      2. Conflict free; incapable of guilt
TODDLER

I. General characteristics of toddler
   A. Driven to explore
   B. Verbal and intellectual abilities lag far behind motor skills
   C. Limits must be placed on toddler by adults
   D. Relationship with nurturing person is shifting as the toddler develops
   E. The toddler is not yet a reasonable, reasoning being
   F. Society, family, the nurturing person now have expectations of the child

II. Physical growth slows; food goes to energy

III. Emotional needs: will develop sense of autonomy or of shame
   A. Moves away from total care (symbiotic relationship with) of the nurturing person
   B. The manner in which the child is controlled will affect personality
   C. Anal phase replaces oral phase as the libido shifts (Freud)
   D. Struggle for mastery (within child and between child and adult)
   E. Family relationship changes
   F. Peer relationships are important but not interactive

IV. Acquiring language and cognition
   A. Learns to communicate verbally
   B. Assimilates culture’s systems of meanings and ways of thinking and reasoning
   C. Family (and especially nurturing person) is crucial to this task
   D. Nurturing person takes the important role of toddler’s interpreter
   E. Language allows child to begin to understand and to think
   F. Lack of interchange with parents will limit language and probably the development of intellect

V. Difficulties of period
   A. Struggle for mastery can be mishandled by adults
   B. Growing verbal skills may lead parents to expect unrealistic level of comprehending and reasoning
   C. Toilet training can be a problem, especially if attempted too early
   D. Feeding problems including misuse of food to cope with anxieties

VI. Importance of family in personality development
   A. Mother’s own personality affects her handling of toddler
   B. Husband’s behavior will affect mother’s handling of toddler
   C. Father’s relationship with toddler should enhance child’s life
   D. Some mothers have difficulty making shift from total care (of infant) to the gradual letting go required for toddler
   E. Parent’s ability to tolerate disruption of toddler activity is important
   F. Toddler’s interaction with nurturing person is crucial at this stage; toddler is both less dependent (physically) and more dependent (emotionally) than during infancy
**PLAY AGE (Pre-school)**

**Erickson:** In this stage the child’s imagination is greatly expanded because of his increased ability to move around freely and to communicate. It is an age of intrusive activity, avid curiosity and consuming fantasies which lead to feelings of guilt and anxiety. It is also the stage of establishment of conscience. If this tendency to feel guilty is “overburdened by all-too-eager adults” the child may develop a deep-seated conviction that he/she is essentially bad, with a resultant stifling of initiative or a conversion of his moralism to vindictiveness.

I. General characteristics of pre-school child (age 3-5)
   A. Rates of development vary
   B. Sexes diverge - no longer same in developmental patterns
   C. Child becomes companion; needs less physical care
   D. Has more self-control (more, but still not a lot!)
   E. Not able to separate real from fantasy
   F. Uses fantasy to amuse and gratify
   G. Is interested in carrying out activities
   H. Has gained bowel control (expect for occasional accident)
   I. Peer play is important; first parallel and then interactive
   J. Becomes family member rather than mother’s baby
   K. Increased independence brings increased insecurities
   L. Begins to get a picture of who and what he is; accepts mother’s judgement

II. Physical growth increases but is uneven; girls develop fatty tissue while boys develop muscle tissue

III. Cognitive development
   A. Crucial to develop trust in verbal communication
   B. Parents attitudes and use of language (to clarify or confuse, to problem-solve or manipulate) will affect his development of trust
   C. Gradual sorting out of real from imaginary
   D. Comprehension and ability to reason still quite limited
   E. Thinking is totally egocentric; lacks experience for it to be any other way
   F. Pre-operational intelligence; will move slowly during next several years into concrete operational intelligence
   G. Has not yet attained culture’s way of reasoning and systematizing
   H. Experiences, parent’s attitudes and child’s own make-up will determine how quickly child moves to operational functioning
   I. Gradual establishment of conscience

IV. Gender identity
   A. Boy and girl gets image of self as a boy or girl
   B. Learn sex roles
   C. Gender identity is influenced by biological and social factors (gender assigned by family tends to dominate)
   D. Awareness of sex differences develops
   E. Knowledge and fantasies about conception and birth
   F. Sibling relationships
      1. Rivalry (jealousy of younger; envy of older)
      2. Mutual support and opportunity for intimacy
      3. Ordinal position in family has advantages and disadvantages
      4. Presence of siblings impacts on child’s resolution of Oedipal conflict (Freud)

V. Oedipal attachment and resolution
   A. Classical Freudian concept
   B. Modern view: essential to overcome intense bond with mother
   C. Boy/girl focuses on love object and identifies with appropriate role model
   D. Anxieties attached to these changes are real due to child’s ability to imagine
   E. Eventual repression of child/mother bond and reorganization of child’s view of self in family
   F. Conscience (superego) is formed at this point
   G. Problems with Oedipal transition can affect future interpersonal relationships - strong parents insure good transition

VI. Family relationships
   A. Good Oedipal resolution depends on strong parents or other role models
   B. Oedipal fixation due to disturbed family situation and/or ineffectual, rejecting, cold, etc. parents
   C. Incest - affects child’s resolution of Oedipal attachment
   D. Child can be taught difference between nurturing touch and exploitive touch
GENERAL DESCRIPTION OF PLAY AGE CHILD BY AGES

Three Year Old
- In good equilibrium, more secure, greater confidence
- Tries to please, to conform, to obey, to fit in
- Greater self-control, emotionally and physically
- Likes to share, to make friends, to cooperate
- Increased motor ability makes routine and play activity less frustrating
- Increased language ability (up to 1,000 words), can be controlled and entertained by language, asks many questions, wants to know why
- Can dress self, feed self, is toilet-trained, can throw overhand

Three-and-a-half-Year Old
- Behavior breaks up and loosens, insecurity, disequilibrium, in coordination
- May be prone to stumble, fall, fear heights, stutter, have trouble hearing and seeing, crossed eyes, nail biting, nose picking, tics, masturbation, thumb-sucking, cry, whine, question everything
- May draw with wavering line
- May show off to corner attention
- Goes to emotional extremes - shy or over boisterous
- Needs extra love, patience, and understanding

Four Year Old
- Out-of-bounds, assertive, unstable, fluid, dogmatic, boastful, bossy
- Hits, kicks, throws things, breaks things, runs away
- Silly laughter, fits of rage, temper tantrums, pushes parents to find psychological limits, nightmares, defiance verbally - may shock others incessantly, question constantly, has 2000+ vocabulary
- Can throw more accurately, trace, cut on lines, able to sit for longer periods, more graceful
- Imagination fluid and creative, goes from one thing to another, has imaginary companion
- No sense of property rights, thinks possession is ownership, needs warm, personalized attention to learn that he doesn’t have to work so hard for it

Four-and-a-half Year Old
- Beginning to pull in from out-of-bounds, more self motivation, less need for adult supervision, follows through more on jobs and play
- Trying to sort out reality and fantasy, loves to discuss things with intellectual, philosophizing interest, likes detail and realism
- More self-control and better skills, likes to be shown
- Play less wild, accepts frustration better, drawing improved
- Interest in numbers and letters, some children achieve rapid intellectual growth
Five Year Old
- In focus, stable, reliant, well-adjusted, secure, more poise, self-confidence, and behavior restraint, calm, friendly, attached to mother
- More decisive, curt, clear, complete, concepts better defined
- Likes to finish what he starts, less dawdling, not as experimental
- Tries what he can accomplish and therefore succeeds
- Improved muscle tone and balance-can walk atop wall, climb higher, run faster, do tricks in monkey bars, ride tricycle for hour or more without tiring, roller skate

Six Year Old
- Age of transition, somatic and psychological changes
- Losing baby teeth, increased susceptibility to disease, not as robust as at 5
- Goes from one extreme to the other, laughs then cries, says “I love you” then “I hate you,” has difficulty making decisions, has become aware of more than he can manage
- Wants to be first, wants to win, wants to be loved best, quarrelsome, accusative, impulsive, excitable, dramatic, active
- Nightmares reach their peak
- Vocabulary of about 8,000 words
SCHOOL AGE

I. Facts of biological growth and development (ages 6 to 12 / puberty)
   A. Period is marked by growth and weight-gain spurts, but small ones
   B. Girls begin to outdistance boys in physical size near the middle and end of this period
   C. Girls develop more fatty tissue / boys more muscle tissue

II. Family is still the center of child’s life (but begins to move beyond it)
   A. Has learned to live in family’s social system
   B. Has found his / her place in the family
   C. Parent’s attitudes toward each other affect his self-concept and self-esteem (for better or worse depending on the attitudes!)
   D. Has accepted parent’s values without questioning them
   E. Lacks judgment and sees right or wrong in black or white terms (no shades of gray)

III. This period of social relationships as child develops a sense of her / himself in society
   A. Represents family as he / she moves away from it
   B. Compares self to and competes with classmates (they are both rivals and companions)
   C. Must earn recognition; no longer as automatic as it was in the family
   D. Must confirm in order to be included
   E. Energies go to learning (at school and in play with peers)

IV. Environment expands increasingly from kindergarten to junior high
   A. Long period of relative freedom with little adult supervision or responsibility other than school
   B. Considerable fantasy life acted out in peer group (develops skills of living in society)
   C. Play is primary way these skills are learned
   D. Team participation teaches self-government
   E. Finds new heroes and new values

V. Sexes separate for almost all activities when given the chance to do so
   A. Peer group or gang become important; both boys and girls get self-concept from peers’ evaluation of them
   B. Both become contemptuous of the other sex; especially true for boys
   C. Activities follow common sequence
      1. Boys go from cowboy and Indians (fantasy) to team games (baseball, etc.)
      2. Boys do much wrestling and body contact; trying out of physical selves against others; quarreling and boasting
      3. Girls, in past, have not had experience of organizing groups and valuing themselves according to athletic and leadership abilities; may be changing now
      4. Girls involved in more quiet activities; gender role patterning continues and is subtle
      5. Girls fantasy is dress-up, jewelry, make-up

VI. Cognitive capacities and development of moral judgment
   A. Enters stage of Piaget’s concrete operations; is acquiring logic and knowledge to move into later stage of formal operations
   B. School is first place child is judged by his / her achievements
   C. Early home and family experiences either gave the child an advantage or disadvantage for school performance
      1. Fluent verbal abilities
      2. Early experiences that teach curiosity help child to succeed
      3. Family’s having placed value in learning helps child to succeed
      4. Adult / child experiences that involved explaining rather than demanding (in discipline, for example) helps child to succeed
D. Moral and ethical values change now; moves from **morality of constraint to morality of cooperation**
E. Re-evaluates family values, especially in terms of what peers value
F. Develop perspective and more realistic value judgments

**VII** Interpersonal relations develop in form of peer group membership and special friend
A. Peer group is a positive and powerful influence
B. Develops self-concept and learns patterns of social interaction free from adult supervision
C. Same-sex friend is the first intimate relationship outside the family
   1. Chosen freely by child
   2. Forms basis for later heterosexual intimacy
   3. Intense and important experience

**VIII.** Sexual interests expressed primarily in peer group
A. No evidence of decreased sexual interest as Freud’s “latency” implies
B. Peer group is primary source of sex information (both technical and attitude formation)
   1. Information in general is largely inaccurate
   2. Information on pregnancy and intercourse is largely accurate
   3. Boys get more information (and sooner) than girls do
   4. Peer groups are dominated by sexism and a narrow morality
C. Whatever the source, sex information seems to “take” between ages 10-13 (earlier information is lost, forgotten)
D. Young people know little about sex beyond how to
E. Activity centers around comparison of genitals; masturbation, sometimes with friend or group; sex play
F. Child at this age does not become engrossed in sex play; interest in sex competes with too many other interests
G. Peer group sex play does not relate to homosexuality (though this is a common fear of some parents)

**IX** Period of intense learning, competition and heroes
A. Acquires basis for evaluating parents more objectively
B. New role models (TV stars, characters from literature, teachers, athletes)
C. Books and the characters in them become important; offer role models, fantasy and hopes for future
D. Realizes that his / her status rests heavily on industriousness and reliability

**X.** New sources of anxiety and despair come with this wider world
A. Pushes for independence but knows his / her security is with parents
B. Realizes that parents cannot help him in many situations
C. Has become aware that parents could die; main concern is what would become of him
D. Fails from time to time and this threatens child’s self-esteem
E. Frequently feels left out or rejected, especially by peer group
F. Defends against all these anxieties through regression (ill - stays home from school and develops obsessive-compulsive patterns (wear the lucky shirts, etc.)

**XI.** By the end of the school age period, if all goes well, child will have reorganized personality so that he / she can withstand emotional upsurges puberty will bring
A. Has overcome egocentric, family-centered orientation (can begin process of leaving home)
B. Has increased both intellectual and ethical development
C. Has greatly increased ego capacity; can guide self
D. Will be able to utilize judgment when beset by sexual impulsions (for immediate gratification) in adolescence
Parent Interview: Infancy

Directions: Conduct an interview of your mother. YOU are to ask the questions and write the answers. Do NOT hand your mother the paper to fill out !!! The interview will be graded for completeness only. Sharing of answers in class discussions is voluntary. If it is not possible for you to interview your birth mother, you may interview any woman on the experience of having a child. Substitute the words "the child" for "I" and "me" in the questions.

1. What was the pregnancy experience like?

2. What was the labor like? How long was it?

3. Describe the birth (where, how etc.)

4. Who attended the birth?

5. What time was I born?

6. What was my: weight? length? APGAR score?

7. How long did you and I stay in the hospital?

8. Was I breast fed or bottle fed?

9. What were my first few weeks at home like? (Crying, sleeping, feeding, etc.)

10. When did I first: Turn over? Smile? Eat food? Crawl? Walk?

11. What funny incidents do you remember from my infancy? Any accidents or illnesses that were scary?

12. How did my arrival change your life?
A LOOK AT THE NEWBORN  
by H.D. Riley, Jr., M.D. and Tally Schwartz, R.N.  
Department of Pediatrics and the Children’s Memorial Hospital, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma

THE SKIN

A baby doesn’t look his best just after birth. Most babies seem to stay wrapped up like bundles for several days with their arms and legs curled close to their bodies and fists clenched. However, they soon “straighten out”.

At birth, all babies have fine downy hair, called “lanugo,” which covers the body. In some babies it can hardly be seen, and in others it may be quite heavy and noticeable, especially if it is dark. Lanugo is most abundant over the back, shoulders, forehead, or cheeks. It usually falls out and is rubbed away during the first few weeks. If it is very noticeable shortly after birth, you should not think that your baby will be “hairy” later on in life, because there is no relationship. In addition, the skin over the hands and feet may remain quite red or bluish in color for several days after birth. The skin of most babies reacts as if it were unusually sensitive, and it often becomes somewhat dry and wrinkled after a few days. There may be peeling of the skin over the abdomen. However, this is temporary, and after a week or so the skin becomes firm an smooth. Small white raised spots may be noted predominantly on the face due to a natural skin lubricant caught within the gland ducts, and will disappear as the glands gain complete function. Dark red or purple areas at the nape of the neck or on the eyelids may cause undue concern. Widening of the skin capillaries is the cause, and it will disappear as the skin becomes thicker. Irregular greenish-blue pigmentation, known as “Mongolian spots,” is concentrated over the lower back or buttocks in the the Negro, Mediterranean, and Asian races and will disappear by school age. About half of all normal babies show a yellow discoloration of the skin—“jaundice of the newborn”—during the first few days. This is due to the body ridding itself of surplus red blood cells that were needed before birth. The yellow hue will disappear as the child takes more fluids and urinates more frequently.

THE HEAD AND HAIR

The heads of all babies who have been delivered through the birth canal and not by Cesarean section will be misshapen to some degree. Because the bones of the infant’s head have not become calcified and joined as they will later on, it is possible for the head to change its shape—or be “molded” - by the pressures exerted on it in the birth process; this does not mean that there has been any brain injury. Usually the baby’s head seems longer, with a flat forehead, and the top of the head seems longer, with a flat forehead, and the top of the head is especially prominent and sometimes is almost pointed. The bones may overlap one another during birth; this overlapping shows up in the form of ridges on the baby’s head. By the end of the second week the baby’s skull usually has returned to its normal shape, and during the first year the skull bones become more closely knit together. However, babies who always lie in the same position may have some flattening of the skull on one side, but this disappears normally by itself as the baby becomes older.

A new baby normally has several areas in his skull which are not covered by bone but by a tough membrane. These areas are called “soft spots” or “fontanels.” The largest fontanel can be felt in the middle just in front of the top of the head, and it is a diamond-shaped area about ½ to 11/2 inches in diameter. Sometimes a smaller second fontanel half-way between the big one and the hairline at the back of the neck can be felt. These areas are well protected by the tough membrane, so there is no danger of injuring the brain by washing or combing that area.
Some infants are born with thick heads of hair while others are completely bald. Sometimes a baby whose scalp hair seems very dark at birth turns out to be very blond after a few weeks. Neither the color nor quality of hair in the first days predicts the final appearance of the child.

THE EYES AND VISION

The color of a newborn baby’s eyes is usually gray-blue, although some dark-skinned babies have brown eyes even at birth. Usually the permanent color of your baby’s eyes is not definite until about six months of age, but the nature of his skin and hair coloring may give you some idea of the probabilities. In some babies a small red spot (due to a tiny blood vessel breaking during the birth process) may be present in the white of the eye at birth. It usually disappears by itself in a few days. Most babies keep one or both eyes closed most of the time for several days after birth. If the eyelids are swollen from birth pressure, it may be difficult to see your baby’s eyes clearly for a time, but in two or three days the swelling disappears.

A clear to whitish drainage from the eye in the first few days may also be observed. This is due to a chemical reaction to the silver nitrate which your doctor is required by law to put in the eyes immediately following birth to prevent serious infections. If such occurs, the eye should be cleansed with tap water and a cotton ball, wiping carefully from the corner of the eye to the outside. The drainage usually disappears in a few days following birth but if it persists, you should consult your doctor.

It is, of course, almost impossible to test vision in a newborn baby, but most babies can tell the difference between darkness and bright light and are aware of movement. Gradually, during the first two months, the more sensitive parts of the eye finish their development, and after four to six weeks the infant can detect objects. You will notice that he will begin to follow you about with his eyes. After that, his will gradually become normal, although at first his lack of experience will keep him from understanding much of what he sees.

Inside the infant’s mouth, some raised white plaques may be seen in the roof area. These plaques, which are normal, are known as “epithelial pearls.” It is normal for the superficial lining of the lips to peel during the first week or so. The cheeks may appear enlarged and swollen at the sides of the mouth due to the presence of sucking pads used for the nursing movements during feeding. However, these disappear shortly. The tongue is very short and does not protrude much beyond the gum margin until its shape is changed by an elongating growth later on.

On the day of their birth, most babies do not appear to respond to noise, but usually within a few days it is obvious that they do hear sounds. The difference in sensitivity to sound is only temporary, and it does not mean that one child will have a more acute sense of hearing than another will later in life.

THE UMBILICAL CORD, BREASTS AND NAILS

The umbilical cord is the means by which the baby is attached to the placenta of the mother’s womb during pregnancy. It is a dry, brownish structure protruding from the abdomen, but it causes the baby no pain. It should be cleansed two to three times per day with alcohol. Continue to cleanse the area with alcohol until it is completely healed. A slight amount of bloody drainage may be seen at the time the cord drops, about seven days after birth.

In some infants, the breasts become enlarged and may secrete a white milk-type substance known as “witches milk,” for as long as six weeks. Female infants may also develop a white cheese-like or brownish-red discharge from the vagina. Both of the above events are caused by estrogen hormones found in the mother’s blood stream at the time of delivery.
The fingernails are usually very long and paper thin. Nails should be carefully trimmed to prevent the infant from scratching its face during random motions.

**THE STARTLE REFLEX**

Your new baby may “jump” when they hear a loud noise or when their position is changed suddenly. This occurs especially when they feel a temporary loss of support, such as when you put them down too quickly in their bed. Such a response is known as the startle, or Moro reflex, and it is present in all babies for the first few weeks of life. When startled, the baby throws both arms out to the side, opens their hands, and spreads their fingers. Then they bring both arms forward as if to hug themselves while their legs flex up, and they even look startled. They may begin to cry, especially if they are very much startled. Many normal babies also have some trembling of the arms, the legs or the chin. Again, this is not a sign of nervousness, and it gradually goes away.

**EARLY BATHING**

Bathing during the first week should consist only of adequate sponging with a mild soap or just water. If soap is used, be careful to rinse it all off. When drying the infant, give special attention to the folds in the neck, armpit, and groin. A mild lotion may be used on the skin following bathing. The scalp should be cleansed during the bath and a small amount of oil rubbed into it after drying to prevent a dry, flaking scalp condition known as “cradle cap.” The infant should not be placed in a tub of water until the umbilical cord is completely healed. Bath time should be an enjoyable time for both parent and infant and should not be a rushed event. But always remain with your baby during bathing!

**FEEDING**

Whether the breast or a bottle is used, feeding time greatly contributes to the formation of the mother-infant relationship. The infant’s desire for food, sucking, warmth, and closeness to his mother, as well as the mother’s need to provide for her infant, are met during this time.

The time it takes the infant’s stomach to empty may vary from one to four or more hours; therefore, considerable variations in the desire for food may be expected in the infant at different times of the day. Ideally, the feeding schedule should be based on reasonable “self-regulation” by the infant. Irregularities in the time between feedings and in the amount taken per feeding are to be expected in the first few weeks with a plan of self-regulation, but by the end of the first month, more than 90% of infants will have established a suitable and definite schedule. Most infants will want from six to ten feedings a day the first week.

Infants cry for reasons other than hunger. The most frequent of these reasons are: soiled, wet, tight or uncomfortable diapers and clothes; environment is too hot or too cold; swallowed air; colic, or illness. Some infants will cry when they need love and attention. The infant should be thoroughly examined before you assume that the crying is for a feeding only.

Sleeping will occupy most of the infant’s time during the first few weeks on life. In fact the newborn will usually sleep 16-20 hours per day, waking as rule only for feedings and changings.

The first week at home is trying at times, but it should be enjoyed by both parents and infant. Each new mother should learn very early in parenthood to take only one day at a time and when the problem is too big to handle, to rely on the family physician.
NAME:__________________________

Infancy Unit
“Look at the Newborn” - Comprehension Guide

Directions:
Read the article “A Look at the Newborn” and answer the questions below. The questions follow the order that the information is presented in the article.

SKIN
1. Just after birth, according to this article, most babies curl up their bodies and clench their fists for several days. Why do you think they do this? __________________________
2. What is the name of the fine, downy hair covering the bodies of newborns?___________
3. What happens to this hair?__________________________________________________
4. The skin of some babies is reddish or bluish and dry and wrinkled at first. What happens to the skin after a week or so?_______________________________________________
5. What are Mongolian spots? ______________________________________________
6. Mongolian spots appear on babies of which ethnic groups?________________________
7. When do Mongolian spots disappear? ________________________________________
8. What is jaundice? ________________________________________________________
9. What causes jaundice? ____________________________________________________
10. What will cause jaundice to disappear?________________________________________

HEAD AND HAIR
1. When do the heads of vaginally born babies return to normal shape?_________________
2. What are fontanels or soft spots?_____________________________________________
3. Where is the largest soft spot? _____________________________________________
4. Is there danger of injuring a newborn on the soft spot? Why or why not? _______
5. Can you tell what color and how much hair a baby will have from the way it looks as a newborn?_______________________________________________________________

EYES AND VISION
1. What is the color of most newborn babies’ eyes? _______________________________
2. When does the permanent skin and eye color appear? __________________________
3. Why are the eyelids of a newborn baby’s eyes swollen?___________________________
4. What should a new mother or father do if a clear or whitish liquid is draining from the newborn’s eyes?________________________________________________________
5. Can the newborn baby see light and dark? __________________________________
6. When will the newborn be able to follow people with his eyes?____________________
7. Why are a newborn baby’s cheeks swollen?___________________________________
8. Can newborn babies hear? _________________________________________________

THE UMBILICAL CORD, BREASTS AND NAILS
1. What should the mother or father do to the newborn’s umbilical cord?_______________
2. What is witch’s milk? _____________________________________________________
3. What should the mother or father do with the newborn’s fingernails?______________
THE STARTLE REFLEX
1. Why do newborn babies jump when they hear loud noises or change positions suddenly?

2. What happens to this startle reflex eventually?

BATHING
1. What should be rubbed into the scalp of the baby to prevent drying?

2. A baby should not be placed into a tub until after

3. The mother or father should always _______________ while bathing the baby.

FEEDING
1. Feeding time for the baby provides for:
   a. 
   b. 
   c. 
   d. 
   e. mother’s need to care for infant.

2. Ideally, the baby’s feeding schedule should be based on reasonable _______________ by the infant.

3. Most infants want __________ feedings the first week.

4. Infants cry because of:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

5. What do newborn infants spend most of their time doing in the first few weeks of life?

6. How many hours a day do most infants sleep?

7. When a problem arises that is too big for the mother and father to handle, what should they do?
Note Taking Guide

INFANCY: THE FIRST YEAR

<table>
<thead>
<tr>
<th>MONTH</th>
<th>PHYSICAL</th>
<th>LANGUAGE</th>
<th>MENTAL</th>
<th>SOCIAL</th>
<th>MOTHER/PNP CARE</th>
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## INFANCY: THE FIRST YEAR

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<th>SOCIAL</th>
<th>MOTHER/PNP CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflexive movement of arms and legs (random) head flops</td>
<td>Crying</td>
<td>Prefers pattern alert 1 out of 10 hours Coordinates eyes</td>
<td>Responds to satisfaction of needs and to pain</td>
<td>Respond immediately to infant’s needs talk to infant</td>
</tr>
<tr>
<td>2</td>
<td>Startle reflex cycles arm and legs</td>
<td>Gurgles</td>
<td>Repeats actions fixates on objects</td>
<td>Shows distress, excitement, smiles at people</td>
<td>Talk to infant bathe sing to rock</td>
</tr>
<tr>
<td>3</td>
<td>More control over body movements lifts head</td>
<td>Cooing</td>
<td>Repeats actions attentive 3/4 hours at a time</td>
<td>Crying decreases becomes more aware of self</td>
<td>Talk to Stimulation</td>
</tr>
<tr>
<td>4</td>
<td>Turns head in all directions rocks and roll</td>
<td>Sustained babbling laughs</td>
<td>Sees in color can transfer toy from one hand to other</td>
<td>Can distinguish moods Vocalizes to socialize</td>
<td>Introduce solid foods provide toys talk to infant</td>
</tr>
<tr>
<td>5</td>
<td>Locomotion: rolling, twisting Easily pulled to stand</td>
<td>Vowels sounds babbling</td>
<td>Alert 11/2-2 hrs at a time; tastes, touches, holds picks up objects</td>
<td>Distinguishes between familiar and unfamiliar people; clings</td>
<td>Start on cup play with infant</td>
</tr>
<tr>
<td>6</td>
<td>Rolls over creeps Sits with support</td>
<td>Consonant sounds babbles laughs</td>
<td>Recognizes familiar objects reaches for things</td>
<td>“Stranger Anxiety”</td>
<td>Provide finger food play peek-a-boo</td>
</tr>
<tr>
<td>7</td>
<td>Crawls bounces</td>
<td>Says several sounds at once “dada”</td>
<td>Inspects objects can concentrate attention</td>
<td>Explores body with mouth and hand</td>
<td>Provide toys for manipulation, stacking</td>
</tr>
<tr>
<td>8</td>
<td>Can stand if holding on</td>
<td>Babbles shouts squeals</td>
<td>Imitates remembers reacts; anticipates</td>
<td>Strong Stranger anxiety</td>
<td>Let eat with spoon</td>
</tr>
<tr>
<td>9</td>
<td>Crawls upstairs sits well in chair builds tower of blocks</td>
<td>Says specific names</td>
<td>Fears heights “object permanence”</td>
<td>Performs for audience imitates play</td>
<td>Pat-a-cake so-big ball games</td>
</tr>
<tr>
<td>10</td>
<td>Stands with little support carries small objects</td>
<td>Words: No, bye-bye repeats words</td>
<td>Searches for hidden objects imitates behavior</td>
<td>Begins sexual identity</td>
<td>Let child feed self help hold cup let child help dress self</td>
</tr>
<tr>
<td>11</td>
<td>Stands alone walks holding hands climbs stairs</td>
<td>May say 2-3 words babbles to self</td>
<td>Explores containers experiments (trail and error)</td>
<td>Sensitive to other children solitary and parallel play</td>
<td>read to, let turn pages, point out pictures talk to let walk(holding hand)</td>
</tr>
<tr>
<td>12</td>
<td>Climbs out of crib lowers self to sit</td>
<td>Practices words say 2-8 words imitates sounds</td>
<td>Perceives objects as separate from self unwraps toys remembers</td>
<td>Expresses emotion distinguishes self from others gives affection love object may share</td>
<td>Self-feeding dressing-undressing</td>
</tr>
</tbody>
</table>
Autonomy

**AUTONOMY**: Self government; self rule ("I can do it myself!")

1. List 10 things you did this morning before you left for school.

2. Circle all the things on the list you could do when you were one month old.

3. List all those items from #1 that you probably learned to do for yourself when you were a toddler (18 months to 3 years old).

4. How did learning to do those things help you to feel AUTONOMOUS as a toddler? Remember: Autonomy means feeling capable of acting as a separate individual and feeling good doing things on your own. It comes from the Greek words AUTO (self) and NOMOS (rule or law).

5. What do you think might happen if a child were not given the opportunity to develop and strengthen this feeling of autonomy? (How would he feel? How would his emotional development be affected?)

6. Read the following situation: A two year old is sitting quietly trying to put together a puzzle. He has tried unsuccessfully three times to fit one piece into the puzzle. His mother see him struggling. She walks over to him and tell him he is "too little" to work the puzzle. She fits the missing pieces in for him, puts the puzzle away and tells him that he should not try to do things he is not old enough to do by himself.
   
   a. How do you think the child feels?
   
   b. How might this incident affect his sense of autonomy?
   
   c. What would have been a better way for the mother to handle the incident?

7. List at least five things a PNP can do to help a toddler gain a feeling of autonomy:
Directions: Read the poem and answer the questions below.

IF a child lives with criticism,  
he learns to condemn.

IF a child lives with hostility,  
he learns to fight.

IF a child lives with ridicule,  
he learns to be shy.

IF a child lives with shame,  
he learns to feel guilty.

IF a child lives with tolerance,  
he learns to be patient.

IF a child lives with encouragement,  
he learns confidence.

IF a child lives with praise,  
he learns to appreciate.

IF a child lives with fairness,  
he learns justice.

IF a child lives with security,  
he learns to have faith.

IF a child lives with approval,  
he learns to like himself.

IF a child lives with acceptance and friendship,  
he learns to find love in the world.

1. This poem is predicting the result or consequences of parental behavior of the child. The poem is also giving advice to parents on how to raise a child. What is the advice?

2. Which words at the ends of the “IF” lines are negative?

3. Which words at the end of the “IF” lines are positive?

4. How would this poem enable parents to raise their children to help them become autonomous?
“Listen carefully!” warned the stocky man with the mustache.

“Shh...Quiet!” whispered one of the women as the group quieted down. They focused their attention on a dark-haired 2-year old. “Ball,” said the little boy at play.

The relatives cheered, laughed and hugged the toddler.

The joy and excitement of this family can best be understood by someone who has watched a baby develop from a gurgling infant to a fully communicating person.

A young child’s language develops at an incredible pace. While a child understands a dozen words at age 1, he or she will understand several hundred by age 2. In three short years, the average child learns most words that he or she will use in conversation for the rest of her of his life. In six years, most children learn 8,000 words, which means about five new words every day.

The typical pattern of language development looks something like this:

- **8-9 months** The baby understands a few words.
- **1 year** The tot understands several dozen words.
- **12-18 months** The toddler says her or his first words.
- **18-24 months** The child combines words.
- **2 years** The child’s sentences progress, becoming more complex.
- **3-6 years** Language expresses relationships.

How does the child do it? An intelligent adult can study a foreign language for years and still not have the conversational facility of a 3-year old.

Researches explain the child’s awesome languages strides with the processes:

1. **Developmental readiness.** To acquire language, the child must have certain mental abilities and physical capabilities.

2. **Early experiences.** Children need outside experiences as well as inner abilities. Young children must have considerable exposure to language before they will learn what speech sounds mean.

3. **Imitation.** After a great deal of exposure to language, a child begins to imitate care givers’ speech sounds.

4. **Selective rewarding.** The child continues to use those speech sounds that are rewarded. For example, a baby might look at a picture of a dog and babble, “Kah, bah, pah, dah.” It’s when she hits “dah” that her mother claps and smiles and hugs her. After many similar rewards for “dah” in reference to doggies, the baby associates doggies with the speech sound “dah”. Psychologists explain that care givers reward successive approximations until the baby gets closer and closer to the actual pronunciation of a word.
5. **extracting rules.** Not all of a child’s speech can be explained by imitation, however, because children use original constructions unheard of in adult language. For instance, young children often say “gooder” and “bringed,” which are wrong but terribly logical. They show that the children are assimilating and applying grammatical patterns on their own.

What were your first words? How did you learn to talk? Everybody goes through regular stages as they learn speech. Let’s look at how one average baby acquired language.

1. **SOUNDS.** Jenny was born with hearing equipment that let her tune in to speech sounds. “From the beginning of infancy,” write psychologists Peter and Jill de Villiers in Early Language, “babies are responsive to speech and sound differences.”

When Jenny was a newborn, her parents responded to her cries - either with clean diapers, cuddles, tunes, milk, or rides in the rocking chair. As a result, Jenny got used to having her verbal signals understood. And she wanted to communicate more. By 3 or 4 months, she was gurgling and burbling.

Throughout Jenny’s infancy her parents talked to her with what child development specialists call “mothers’ speech.” It is high-pitched and uses short, simple, repetitive sounds. You might call it “baby talk.” Studies indicate that all adults - male and female - use this high-pitched voice when talking to babies. It’s effective because it is flexible and is finely tuned to the individual child, claims child psychologist Jerome Bruner. As Jenny developed more understanding of words, her parent’s talk changed to keep up.

2. **WORDS.** By 9 months, Jenny understand several words, including Mommy, Daddy, baby and bye-bye. These are the first words that usually have meaning for babies, according to Dr. Burton White, Director of Harvard University’s Preschool Project. Jenny also responded to simple directions that are part of the early repertoire of a child: “Stop that,” “Kiss me,” “Sit down,” “Get up,” and “Come here.”

One momentous day, 13 month-old Jenny said her first word, mama. From then on, she spouted new words every few days. Like most toddlers, Jenny’s first words represented the people who were most important to her. She used single words to express complete thoughts, such as “allgone” when her glass was empty or “mine” if another child took her toy. This stage of one-word sentences lasted for months. At this stage, words are used for one of two purposes: for labeling things or for social interaction.

3. **COMBINATIONS.** At around 18 months, Jenny made a big breakthrough by combining two words. She said, “Dada home”. Thereafter her word combinations increased, using pivot words. Two of her favorites were **more** and **go**, as in “more cookie,” “more play,” “truck go,” “baby go,” “train go.” Although she wasn’t aware of it, at this early stage of talking Jenny was using the rules of grammar. Young children follow the grammatical conventions of word order, say experts.

By the time Jenny was 2 years old, she was using about 300 words. As a 2-year old her vocabulary mushroomed and her sentences progressed. She began using negative constructions and questions, as well as noun and verb phrases.
4. RELATIONSHIPS. During her later preschool years Jenny became skilled at putting together complex sentences. She added still more words to her vocabulary.

Her major language accomplishment was in assimilating relationships such as the relationship between events, between propositions, and between speaker and hearer. For example, Jenny could express a cause-effect relationship with a conjunction, as in “I got wet because I forgot to wear my raincoat.” In six years Jenny had become a speaker.

As you watch the language of young children grow there are three important concepts to keep in mind:

5. Each child progresses at her or his own rate.
6. Young children understand more than they can say.
7. What’s important to kids comes through in their language.

Learning language is a complex process but children do it with amazing speed. The process of regaining language and expanding verbal skills continues throughout adulthood. Its foundations are laid in infancy; however, the very first time a parent picks up a crying baby.

YOU AND YOUNG CHILDREN

There are several ways that you can help a young child to develop language skills:

**Talk.** All child development experts recommend that you talk to a baby long before he or she can talk back. Dr. White advises talking to babies about the concrete things they are oriented to at the moment. As babies’ language develops, talk to them at or slightly above their level of development, he says.

**Play games.** Even before babies talk, games prepare them for later verbal exchanges. For example, the alternation involved in a game of peek-a-boo sets the stage for the give-and-take alternation of conversational dialogue. Songs introduce children to the enjoyment of sound. For older children, make-believe games help develop language skills. Fantasy play - pretending to be parents or clerks or doctors - gets kids talking and stretches their vocabularies.

**Read aloud.** Experts stress reading stories to children to encourage language growth. Show the child pictures and then label them with words. Later ask the child to identify the picture. Respond to vocalizations that sound like words.

**Respond.** Young children’s language is not always easy to understand. When a tot asks, “Bekka do way so no?” what do you say? Experts stress the importance of trying to understand and respond because the reinforcement stimulates children to speak more.
1. Explain the typical pattern of language development in children:

   8 – 9 months:
   
   1 year:
   
   12 – 18 months:
   
   18 – 24 months:
   
   2 years:
   
   3 – 6 months:

2. What is developmental readiness?

3. Why are early experiences in hearing language helpful to children’s language development?

4. Why is it important for parents and other adults to realize that children use imitation to learn?

5. What is “selective rewarding?”

6. If a child says, “Yesterday I runned to the store,” how does that show that he is learning language by “extracting rules?”

7. List and explain the four regular stages children go through as they acquire language:

8. The article says that each child progresses at his or her own rate and that it is important for parents to remember three concepts. What are the three concepts?

9. When are the foundations of verbal skills laid?

10. What are four ways parents can help children acquire language?
Bonus: Here are fifteen tips for talking to children. Circle those YOU follow with the children in your life:

1. Get the child’s attention by bringing your face close to his.

2. Don’t use baby talk.

3. Avoid telling him he is wrong when he mispronounces. Simply repeat the word correctly.

4. Use simple grammar and word and sentence construction.

5. Remember that children can understand more words than they can speak.

6. Remember that children are emotionally immature, not miniature adults.

7. Use one word for each year of their age when correcting or giving instructions. For example, “Be gentle” when a two year old hits.

8. Use a firm, not loud, voice and speak slowly when disciplining.


10. Avoid over use of the word “NO.”

11. Acknowledge a child’s feelings while showing him a different way of expressing them.

12. Be specific, especially about time.

13. Give the child choices when possible, especially to avoid unnecessary battles. (“Do you want to wear your red sweater or your blue one?” instead of, “Put on a sweater.”)

14. Expand on what your child says. (“Car! Yes, I see the pretty red car.”)

15. Read to your child and have fun with language.
Young Children’s Love Objects
By Marilyn Sherman

It’s foolish--
I know it--
I’ll try to
Outgrow it,
But meanwhile...
It’s my blanket and me!
–Sung by Linus in You’re a Good Man Charlie Brown

The lovable Peanuts character Linus is probably the most blanket-toter of all time. He speaks for every young child who cherishes a special cuddly object. Whether it’s scuffy stuffed animal or a rag of a blanket, that object probably gets dragged from place to place as the child plays. And it’s probably stroked and snuggled when the child settles down to sleep or feels blue.

Why do many children become attached to certain objects, and what function do these love objects serve? To us, most of the objects look worthless enough to belong on the junk heap. But many psychologists believe that these well-loved objects give valuable insights into the young child’s feelings and stages of development.

ON BECOMING A PERSON

It probably takes infants some time after they are born to get the dim sensation of being separate—no longer a part of their mothers. Until that time, psychologists believe, attachments are very slight and babies are not likely to have love objects.

THE NEED FOR SNUGGLES

Love objects may satisfy a baby’s seated need for physical closeness and contact, some child experts say. You’ve probably observed that babies prefer soft, smooth, warm objects to hard, cold, rough ones. British psychologist John Bowlby maintains that babies have a need for intimate contact, which calls “primary object clinging.”

Classic experiments by University of Wisconsin researcher Harry Harlow support this idea. Harlow studied baby macaque (muh-kak’) monkeys, whose emotional patterns are strikingly similar to human babies’. He made two mock “mothers” for the monkeys, one of soft terry cloth and the other of wire mesh. Harlow found that the baby monkeys overwhelmingly preferred the cloth “mother” to the wire one, even when the wire one dispensed milk and the cloth one did not. Other experiments showed that the monkey’s bond with cloth “mother” not only was deep and long-lasting but also gave them the security to explore in new situations. Baby monkeys raised on a bare wire cage floor “survived with difficulty--if at all-- their first five days, “ Harlow reported.

Harlow’s experiments suggest that comfortable physical contact is necessary and important in forming love attachments. The research helps to explain the satisfaction young children get from cuddly dolls, blankets, or animals. These objects recall the cuddly comfort of a mother or mother substitute.
A LEVEL IN LEARNING TO LOVE

The young child’s attachment to a love object is a reminder that children get better at loving by being loved. A baby’s first love relationship is with its primary care giver, usually a parent. That attachment develops because the care giver satisfies the infant’s hunger and thirst, and out of need-gratification love is born.

As babies get older, they gradually come to love more people, objects, and pets that are a part of their surroundings. “The strongest attachments are to those who make the baby’s associations especially happy,” notes education professor Elizabeth Hurlock in Child Development. “Often the baby’s attachments to a pet or toy and affection for it are stronger than his love for persons.”

The young child who has a beloved object is learning love lessons well. Without an early attachment to a primary care giver, children couldn’t progress to the stage of affection for other things in their world.

Love objects represent a stage not only in loving but also in the expression of affection. Young children tend to hug, pat, or fondle the people or things they love. Later, children’s expression of love becomes less physical. By late childhood, they show affection by wanting to be with, help, or act like those they care about, explain child development experts.

During the preschool years children feel affection for playmates as well as for family, and as they get older they include more and more people in their affection and many develop strong bonds of friendships. By the time they begin adolescence, they may show signs of hero worship, a period of idealization and longing for an unreachable person, such as a national baseball player or a current movie star. Going through these stages, an individual is finally ready for mature love and empathy, or concern and care for others.

Two Steps Forward and One Step Back

A child’s development is an intricate dance of marching forward toward independence combined with a tendency to slide backward to the security and dependence of infancy. Love objects demonstrate this mingling of motives. The young child who clutches a teddy bear is trying to recreate the soft, warm, enveloping security of infancy. At the same time, the love object gives the child the courage to be independent of parents, to cope on her or his own. “Through a comforter, the infant gains pleasure and security without giving up independence,” states child expert Dr. Benjamin Spock in Baby and Child Care. A cuddly toy comforts like a parent, but it’s different. It’s a parent the child can control, claims Spock.

Comfort at Critical Moments

It’s interesting to notice when children gravitate toward their love objects. You’ll probably find a lot of cuddling at bedtime, in strange surroundings, when parents leave, and at tired, frustrating, fearful times. During these moments of distress the love object can dispense its special comforting cure.

Young children do have their share of stress. If you try looking at life through the eyes of a 1-year-old you’ll find that, for one thing, separation from parents is painful. During their first year children may not understand that an object or person who leaves can come back. So, you can understand the terror and emptiness that the baby feels when parents step out for an evening.
Generally, in the second year the toddler will acquire a sense of **object permanence**, realizing that objects still exist even when they’re not seen.

Bedtime is also a stressful part of a young child’s day. The child must shift activities and, once again, separate from parents. At such stressful times, stroking a furry blanket or rubbing a soft toy can soothe.

The Gesell Institute for Child Development calls these activities **tensional outlet**. But children with such habits are not necessarily more tense or unhappy than other children, nor are they less tense or unhappy. In fact, psychologists cannot generalize about how children with love objects differ from those without.

Even among children who have love objects there are differences in the amount and kind of affection shown. There are also different times when the objects are in demand. One thing is fairly consistent, though. Children will probably outgrow their devotion to the beloved object by about 4 or 5 years of age. And in the meantime, as Linus says, “Happiness is a warm blanket.”
Toddler Unit
Young Children’s Love Objects

Directions: Answer all questions completely.

1. Who is Linus? What are his love objects?

2. According to some child experts what needs do love objects satisfy for infants and toddlers?

3. Describe the kinds of objects babies prefer.

4. Explain what psychologist John Bowlby calls “primary object clinging.”

5. Answer the following questions about Harry Harlow’s experiments:
   a. What “mock” mother did the baby monkeys prefer?
   b. What did other experiments with monkeys show about the monkeys’ bond with the cloth mother?
   c. What did Harlow discover about baby monkeys raised on a bare wire floor?
   d. What did Harlow’s experiments suggest about forming love attachments?
   e. Why do toddlers get satisfaction from cuddly dolls, blankets, or stuffed animals?

6. Who is a baby’s first love attachment and why does this attachment form?

7. As a child gets older, what are the child’s strongest attachments?

8. What happens if a child does not form an early attachment to a primary care giver?

9. What do young children tend to do with the people or things they love?

10. By late childhood, how do children show affection?

11. During the preschool years, for whom do children feel affection?

12. By the time a person reaches adolescence, who do they turn their attention to?
13. What is a young child trying to recreate by clutching a teddy bear?

14. Explain five situations in which a young child might turn to his love object:
   a. 
   b. 
   c. 
   d. 
   e. 

15. Give an example of a stressful situation that might cause a toddler to reach for his love object for comfort.

16. For the toddler, what is the sense of object permanence?

17. When do children generally outgrow their devotion to a love object?

18. Explain the statement “Happiness is a warm blanket.”

19. What was your cuddly love object?

20. How should parents handle the attachment between their child and the love object?
**Types of Discipline**

Directions:  
Go to a library and look in a book on child development or child psychology to find definitions of the three main types of discipline listed below. (It will be easier to find these definitions if you look in the index in the back of the book under “discipline” or “authoritarian,” etc.) Then fill in the chart to show how an authoritarian, a permissive, and a democratic or developmental parent would get balky children to do the three activities listed: clean up their toys, eat dinner, and go to bed.

A. Authoritarian discipline:

B. Permissive discipline:

C. Democratic or developmental discipline:

<table>
<thead>
<tr>
<th>How would each type of parent get balky children to:</th>
<th>Authoritarian</th>
<th>Permissive</th>
<th>Democratic or Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clean up toys after play</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Eat dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Go to bed</td>
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</table>
### Differences between the “Good” Parent and the Responsible Parent

<table>
<thead>
<tr>
<th>Parent’s Belief</th>
<th>Possible Parent Behaviors</th>
<th>Possible Results for Child</th>
<th>Parent’s Belief</th>
<th>Possible Parent Behaviors</th>
<th>Possible Results for Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t count. Others are more important than I.</td>
<td>Overindulges child. Becomes “slave.” Gives in to child’s demands. Feels guilty about saying no.</td>
<td>Expects to receive. Has poor social relationships. Does not respect rights of others. Is selfish.</td>
<td>I believe all people are important.包括 myself.</td>
<td>Encourages mutual respect and contribution. Refuses to be “doormat.” Knows when to say no.</td>
<td>Has good social relationships. Respects the rights of others. Is generous.</td>
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</tbody>
</table>

You are to interview your parent or guardian as to “what you did” as a baby. Please make sure to ask them ahead of time if you may interview them, and then plan a time convenient for them. Tell them it should take about 15 minutes. Remember that you are to interview them and not just ask them “to fill in the answers.” Take notes carefully during the interview, and include any additional information that you might find interesting. The interview may be written on this sheet. Remember, this information is confidential and will be shared only voluntarily.

1. What were some of the lullabies or songs you sang to me or taught me?

2. What was my favorite toy to play with? Did I have a favorite toy that I slept with?

3. Did I have a special friend?

4. Did I have any accidents or get hurt?

5. Did you need to do anything special to make where I lived safe for me?

6. Did I have a favorite story? What was it?

7. What were my special fears or nightmares?

8. What was my favorite activity or plaything when I was a pre-school child?

9. Was I shy or outgoing - what was my personality like then?

10. (Create your own question)
PLAY

Play is the spontaneous activity in which a child engages with people and objects around him. It can be active or imaginative, quiet or loud, engaged in alone or in a group. In play, the child is learning how to learn. The child is learning about himself and others. He is learning about the world and how he fits into that world. Through play, the child develops skills, solves problems, explores social relationships and learns to communicate with others. Play helps children develop intellectually. It provides them practice in gaining a sense of autonomy and competence. It helps them learn how to manipulate and control objects. Play helps children develop a sense of self-direction, trust in one’s self, and a feeling of self-worth. It helps children in the socialization process: learning his own feelings and learning the importance of understanding others’ feelings, sharing, taking turns and cooperating. Play is not trivial or a waste of time. It is the way children learn.

There are several developmental stages of play. The first stage is solitary play in which the child plays alone, ignoring other children nearby. Parallel play is the next stage, in which the child plays along side of other children but does not share or cooperate with them. Associative play is the stage in which children play at the same thing (such as on a jungle gym or in a sand box) but do not interact with one another. Cooperative play is the stage in which children discuss plans and assign roles. Finally, organized or group play is the stage in which elaborate games with rules are played and children enter the world of organized sports. The age at which a child moves from one stage of play to the next varies from child to child and depends on the child’s personality, developmental pace, and the amount of group experiences (and exposure to other children) he had.

Play has different characteristics at different ages. Toddlers practice motor skills and using their bodies. They run, climb and jump. They fill and empty containers and explore the physical properties of objects. They build and knock down towers of blocks and engage in dramatic play with “mother-baby” themes. At two, children move quickly from one toy to another and like toys they can pull, push and ride on. They like to play alone and often talk to themselves as they play. They do not know how to share things. At three, toddlers engage in more complex dramatic play. They play “pretend” and collect costumes and materials for ritual play acting. Boys and girls play together. They prefer the floor and space to move about.

In the pre-school years children engage in vivid fantasy play, staging mock battles of good versus evil, as “Batman” or “Captain America.” They like to play in hidden spaces, pretending that those outside are “bad guys.” They express curiosity about gender and sex by playing “doctor” and they have a better awareness of the difference between reality and fantasy. They like to hide and bury things and to play “hide and seek.” Children begin at the age of about four to prefer to play with members of their own sex. They are boisterous and often argue. The five-year old begins to play games with rules. They play more cooperatively and engage in dramatic play in which they practice real life roles (playing “school” or “house”). They can use abstract symbols in their play - using paper money to buy a hamburger at a pretend restaurant. They enjoy running games such as tag and simple board and card games such as “War” and “Candyland.” They can choose, plan, organize and carry out activities.

Play allows children to release energy and gain body control. It simulates intellectual growth and develops creativity. It can help children develop a conscience - to value fairness, honesty and good sportsmanship. Play allows children to work out tension and stress and to express inner feelings. Play is the child’s work.
“The Importance of Play”

1. Paragraph 1: Complete the definition of play given in the first two sentences. “Play is the spontaneous activity in which a child engages with ______________ and ______________. It can be active or ______________, quiet or ______________, engaged in alone or ______________.”

2. Paragraph 1: “In play, the child is learning how to learn.” List 10 of the skills and concepts from this paragraph that describe what a child can learn while playing.

A. ____________________________

B. ____________________________

C. ____________________________

D. ____________________________

E. ____________________________

F. ____________________________

G. ____________________________

H. ____________________________

I. ____________________________

J. ____________________________

3. Paragraph 2: Write the definitions of each of the developmental stages of play.

A. Solitary play ________________________________________________________________

B. Parallel play ________________________________________________________________

C. Associative play ______________________________________________________________

D. Cooperative play ______________________________________________________________

E. Organized or Group play ________________________________________________________
4. **Paragraphs 3 & 4:** List some of the characteristics of play at different stages of childhood.

A. Toddlers practice __________________________________________________________
   1. Example _______________________________________________________________________
   2. Example _______________________________________________________________________
   3. Example _______________________________________________________________________
   4. Example _______________________________________________________________________
   5. Example _______________________________________________________________________

B. Preschool (or play age) children engage in _________________________________________
   1. Example _______________________________________________________________________
   2. Example _______________________________________________________________________
   3. Example _______________________________________________________________________
   4. Example _______________________________________________________________________
   5. Example _______________________________________________________________________

5. **Paragraph 5:** What are some of the benefits of play to the child’s body, mind and heart?

A. Physical _______________________________________________________________________

B. Mental _________________________________________________________________________

C. Moral _________________________________________________________________________

D. Emotional _____________________________________________________________________

6. Copy the last sentence of the article: ________________________________________________

7. This article was written in the early 1980’s. If it were being written now, some of the examples would be different. If you were revising and modernizing this article, what changes would you make? Pick three examples and update them with 21st century toys and games for young children, up to age 5 or 6.

   a. 3 examples from the article: ______________________________________________________

   b. 3 revisions for the article: ______________________________________________________
<table>
<thead>
<tr>
<th>AGE</th>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL EMOTIONAL</th>
<th>SOCIAL</th>
<th>LANGUAGE</th>
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</table>
# READING TO CHILDREN

<table>
<thead>
<tr>
<th>WHY ?</th>
<th>WHAT ?</th>
<th>HOW ?</th>
<th>WHEN ?</th>
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<tbody>
<tr>
<td>Increase vocabulary</td>
<td>Concept books</td>
<td>With expression / excitement</td>
<td>First year on!</td>
</tr>
<tr>
<td>Learn concepts</td>
<td>colors</td>
<td>Stop to show pictures</td>
<td>Once a day</td>
</tr>
<tr>
<td>Learn lessons or morals (values)</td>
<td>alphabet</td>
<td>Ask questions / interact</td>
<td>Bath time</td>
</tr>
<tr>
<td>Bibliotherapy</td>
<td>numbers</td>
<td>Hold book so child can see</td>
<td>Bedtime / naptime</td>
</tr>
<tr>
<td>Develop imagination</td>
<td>shapes</td>
<td>Hold child next to you or on lap</td>
<td>In the car</td>
</tr>
<tr>
<td>Calm child down</td>
<td>sizes</td>
<td>Let child turn pages</td>
<td>Whenever child wants !</td>
</tr>
<tr>
<td>Promote bonding</td>
<td>objects</td>
<td>Let child supply words</td>
<td></td>
</tr>
<tr>
<td>Promote love of reading</td>
<td>Animal stories</td>
<td>Ask child to predict</td>
<td></td>
</tr>
<tr>
<td>Fun</td>
<td>People stories</td>
<td>Make noises/sounds</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Fantasy</td>
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<td></td>
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<tr>
<td>Develop Listening skills, attention span, memory</td>
<td>Adventure</td>
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<tr>
<td>Readiness/habit</td>
<td>Lessons</td>
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<tr>
<td>Raise empathy</td>
<td>Bibliotherapy</td>
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<td>Cartoon</td>
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<td>Tactile</td>
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<td>Silly</td>
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<td></td>
<td>Rhyming</td>
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<td></td>
<td>Classics</td>
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</table>
Directions: Select a children’s book from your home library, a public library, a neighbor, friend, or from the store. (You might like to choose one of your favorite books from childhood!)

Read the book and complete the questions below. Bring your book and this paper to class.

1. TITLE:
   AUTHOR:
   ILLUSTRATOR:
   YEAR PUBLISHED:
   APPROPRIATE AGE LEVEL:
   TYPE OF BOOK*:

2. SUMMARY OF STORY:

3. DESCRIPTION OF FAVORITE PICTURE / ILLUSTRATION:

4. CONCEPTS, LESSONS, MORALS, VALUES A CHILD MIGHT LEARN FROM THE BOOK:

5. WHY A CHILD WOULD LIKE THIS BOOK:

6. WHY YOU CHOSE THIS BOOK:

*Examples of types of books would be such things as concept book (alphabet, number, color, etc.), fantasy or fairy tale, animal books, adventure, books that teach a moral or lesson or that have themes that a child can relate to his/her own life, etc. Many books fit more than one of these categories.
MEMORIES AND ACCOMPLISHMENTS

SCHOOL AGE

The following questions are designed to get you to think back to the way you were when you were in the “school age” group. Please think about each question and answer it as completely as you are able. We will be sharing these in class. Please write your answers on a separate paper.

1. Think of some of the games you played with other children when you were this age. Did any of them involve “pretending”? Explain one you remember, what age you were, and what pretending was done to make it a good game. (Example: Cowboys and Indians required pretending.)

2. Did you (or a sibling) belong to any club or special group that had regular meetings or even had uniforms? What was it and why did you belong to it?

3. Did you ever have a collection (stamps, cars, pictures, etc.)? Explain what you collected. Why did you do this?

4. When you were this age were you ever left out of older kids’ activities when you wanted to be included? Explain the situation. (Maybe you were the one leaving younger kids out!)

5. What indoor games did you like best?

6. Did you and a friend ever try to dress or look alike at this age? Explain.

7. What was the situation with your room at home? Did you share it with someone? Did you have to keep it clean? Did you do it willingly?

8. What punishment did you consider the most reasonable and fair when you were this age? What punishment did parents or teachers use on this age group that you thought was not right?

9. What kind of private situation did you set up for yourself (a private hiding place, a locked box, a diary)?

10. Did you have a closest friend during this time? How did you feel about that person? What became of that friendship? Were any of your close friends of the opposite sex?

11. What did you like best and what did you like least about school?

12. Think back to your elementary school years. Who were your heroes? Were they people from sports, music and movie worlds? Or were they people you actually knew. How did you express your admiration for your heroes?
Child Abuse

**CAUSES**
1. Experience (abuser was abused as child)
2. Poor coping skills for stress
3. Ignorance of alternative methods of child rearing acceptance of violence as expression of anger/method of discipline

**SOLUTIONS**
1. Learn alternative methods of child rearing/discipline
2. Learn anger management
3. Police intervention removal of child temporarily or permanently

**Types**

**EMOTIONAL**
1. Excessive criticism/demands
2. Threatening
3. Frightening
4. Verbal insults
5. Ignoring
6. Withholding love/affection

**PHYSICAL**
1. Hitting
2. Beating
3. Scratching
4. Cutting
5. Choking
6. Shaking
7. Punching
8. Restraining
9. Throwing
10. Starving, failing to clothe, shelter, provide for needs

**SEXUAL**
1. Inappropriate touching, fondling, invasion of child’s privacy
2. Incest, rape
3. Pornography viewing, exploitation
4. Inappropriate sexual behavior in child’s presence or view
Due Date:

CHILDHOOD PROJECTS

The childhood project allows you to use the concepts and information about child development and child rearing learned in this unit.

You may choose one of the following suggestions for your project or clear an original idea with me.

The projects will be completed for homework. Plan to spend 2 ½ to 3 hours total time on your project.

Projects will be presented in class on the due date.

Your project will be graded using the following criteria:

➢ The project is complete and presented on the due date.
➢ The project reflects accurate information about child development and/or parenthood
➢ The project is informative and creative
➢ The project is neat and visually or aurally appealing.
➢ The project reflects 2 ½ - 3 hours of labor.

Project Ideas

• Write and illustrate a children’s book
• Design and make a children’s toy
• Write a story or poem for children
• Create a poster illustrating a children’s book or tale
• Make a “Child Rearing Tips” collage
• Report on a particular aspect of child development
• Make a pamphlet demonstrating or teaching a concept of child rearing
• Write a nursery rhyme
• Make a poster of pictures chronicling your childhood
• Write an autobiography of your childhood
• Create a poster for a pediatrician’s office or child’s bedroom
• Design and lay out a plan for a day care center
• Write and perform a role play illustrating an aspect of child rearing
• Observe a child and report your observations with references to theories and theorists
• Create a videotape of a role play, story for children, etc.
Adolescence Unit

Vocabulary
Adolescence

Notes
Adolescence

Activity/Project Ideas
• Adolescence Chart
• Stages of Adolescence
• Characteristics of Puberty Chart
• Circle Compliments Activity
• Erikson’s Task: Identity vs. Identity Confusion
• Identity: Who Am I?
• Responding To Peer Pressure
• Pressure Lines Lesson
• Decision Making Model
• Teen Pregnancy Questions
• Best Date / Worst Date
• Sexual Orientation
• Characteristics of a Healthy Relationship
• Setting Limits
• Acquaintance Rape: Passive, Assertive, Aggressive Responses
• Parent Interview
• Sexual Harassment Lessons
• Examining Media Images
• Adolescence Book Project

Standards of Learning

9.7 The student will analyze specific issues of adolescence in order to

• develop an understanding and appreciation for their current life stage
• relate major theories of human development to adolescence
• examine physical changes occurring at puberty, including reproductive capacity
• examine the concept of identity formation including self image, self esteem and the development of a personal set of values and ethics during adolescence
• explore the role of peers and the potential for positive and negative peer influence
• examine dating issues with regard to personal, familial and societal expectations concerning interpersonal relationships
• consider the value of abstinence and postponing sexual intercourse and the implications of teen sexual activity
• identify academic, social and emotional stresses common to adolescents and learn healthy coping strategies
• examine the adolescent’s role as a family member, with special emphasis on the parent-teen relationship

9.8 The student will examine how sexuality is integrated into the total personality throughout life including

• aspects of sexuality such as gender, sexual identity, gender roles, sexual decision making, sexual orientation and sexual ethics
• sexual development, behaviors, feelings and responses at each stage of life
• individual definitions for masculinity and femininity
• awareness of gender role expectations and limitations imposed by society
• facts, theories and societal attitudes concerning sexual orientation

9.9 The student will analyze the influences of society and culture on sexuality in terms of

• the effect of culture and history on ideas about masculinity and femininity
• recognizing and evaluating the conflicting messages society sends about sexuality
• common stereotypes and discrimination related to gender and sexual orientation
• problems of sex in society

9.10 The student will identify and understand ethical standards of sexual behavior in order to

• examine personal, familial and cultural values essential to the formation and maintenance of positive human relationships
• distinguish between appropriate expressions of affection and unwanted sexual advances in interpersonal / dating situations
• recognize that sexual behaviors involve conscious decision making and that healthy sexual relationships are mutual, voluntary, nurturing and responsible
• identify the effects, reporting, treatment and prevention for victims of sexual assault, rape, acquaintance rape, abuse, incest and harassment
Adolescence Unit Vocabulary

adolescent
puberty
narcissism
menarche
spermareche
spontaneous erection
nocturnal emission
peer pressure
identity/identity confusion
masculinity
femininity
sexual orientation
homophobia
dating violence
sexual assault
sexual harassment
“red flags”
ADOLESCENCE

I. Overview: Metamorphosis
A. Time Span: 12-18 (Puberty to Independence)
B. Physical metamorphosis: puberty and sexual maturation
C. Emotional task (Erik Erikson): IDENTITY vs IDENTITY DIFFUSION (WHO AM I)
D. Cognitive stage: Formal Operations
E. Transition between childhood and adulthood: sexual maturity
F. Period of experimentation, trying out roles socially
   1. influenced by peer group
   2. may be positive, negative or both

II. Early Adolescence (12-14)
A. Pre-pubertal growth spurt
B. Girls (first)
   1. breast budding
   2. legs lengthen, hips round (change in body shape)
   3. hormone production increases (estrogen)
   4. ovulation, menarche (first menstruation)
   5. acne, hair, sweat, gland secretions
   6. fertility (capable of becoming pregnant)
C. Boys
   1. legs lengthen, shoulders broaden (change in body shape)
   2. hormone production increases (testosterone)
   3. sperm production (nocturnal emissions indicate)
   4. acne, hair, sweat gland secretions
   5. voice deepens
   6. fertile (capable of causing a pregnancy)
D. Social changes
   1. re-shuffling of peer groups based on maturity
   2. same sex - group dating - dating
E. Cognitive changes
   1. logical reasoning
   2. intellectual abilities increase
   3. consider the future
   4. consider the ideals
F. Sexual drives
   1. crushes - unrealistic, often same sex
   2. moving from narcissism to love
   3. daydreams

II. Middle Adolescence (14-16)
A. Increasing conflict with parents
   1. need for emancipation
   2. longing for security
   3. rebel (also vs authority, society) and conformity (peers)
   4. new relationship to opposite sexed parent (resolution of Oedipal Conflict)
   5. examination of parents’ values - reject some, accept some
B. Intense importance of peer group
1. identity
2. membership (socialization)
3. models and examples

C. Emotional changes: mood swings
   1. concern over appearance
   2. narcissism
   3. exaggerated faults
   4. insecurity

D. Cognitive changes continue

E. Dating

IV Late Adolescence (17-21)
A. Physical changes quiet down - body finishes changing
B. Mood swings quiet down
C. Identity search continues
   1. gradual liberation from family
   2. sexual expression permitted
   3. experimentation with roles ending
   4. greater responsibility: college, job, armed forces
D. Identity formation
   1. character consistency
   2. solidified beliefs, ideology
      a. from parents
      b. from peers
      c. from own thinking
E. Capacity for intimacy developing
   1. physical, sexual, emotional, intellectual closeness
   2. mutual trust
   3. serious “falling in love”
   4. balance of giving and receiving
F. Negative
   1. Ego diffusion
      a. unsure of identity, goals, future
      b. stuck in adolescence
      c. behavior appears romantic to younger teens
      d. fear, bitterness, alienation
      e. result of accumulation of problems with previous emotional tasks
   2. Paralyzing narrowness

V. Eight developmental tasks of adolescence
A. Establishing mature social relationships with both sexes
B. Achieving a sexual identity
C. Accepting physical changes and body image
D. Achieving emotional independence from family and adults
E. Preparing for marriage and family life
F. Preparing for an economic career
G. Acquiring a set of values for living life
H. Achieving socially responsible behavior
**Adolescence Chart**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EARLY ADOLESCENCE</th>
<th>MIDDLE ADOLESCENCE</th>
<th>LATE ADOLESCENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11/12 to 13/14 (2-3 yrs)</td>
<td>13/14 to 16/17 (2-3 yrs)</td>
<td>16/17 to 18/21 (2-5 yrs)</td>
</tr>
</tbody>
</table>

**PHYSICAL**
1. Growth spurt
2. Change in hormone secretion - estrogen
3. Secondary sex char. and change in body shape
Maturation process continues
Mature appearance

**EMOTIONAL**
1. Narcissism
2. Self-criticism
3. Conflict with parents: need for emancipation
1. Period of ambivalence - caught
2. Critical of parents
1. Identity crisis (WHO AM I?)
2. Independence from family
3. Trying out lifestyles
4. From independence to interdependence
5. Making choices
6. Identity = Character Consistence

**SOCIAL**
1. Friendships affected by fact of differing rates of physical maturation
2. Same sex peer groups very important - basis for comparison
1. Intense conformity to peer group dress, style, speech, customs
2. Peer groups include both sexes but same - sex friend still very important
3. Parties - Double Dating
1. Make choices; find place in society
2. Join clubs, groups, cliques
3. Have internalized some of parent’s values and standards
4. Have assimilated society’s rules for behavior

**SEXUAL**
1. Increased sensitivity of sex organs following puberty
2. Crushes, daydreaming, possible masturbation, exploration
1. Going steady - change
2. 37% engage in sexual intercourse by age 16
1. Meaningful relationship with other person - blend sexual, physical, emotional
2. Capacity for intimacy, concern for other’s well being (fall in love)

**COGNITIVE**
1. “Formal Operations”
2. Capable of logical reasoning and conceptual thinking
3. Increased intellectual ability
4. Ideas and ideals
1. Dreams of future greatness
2. Exploring world
3. Testing limits
4. Questioning, re-thinking theories
1. 40% of U.S. adolescents go to college: widen horizons, further opportunity for intellectual growth
2. Intellectual demands of career preparation
Adolescence Unit

STAGES OF ADOLESCENCE

Early: Ages: _______ (Male) _______ (Female)

■ Is starting to move toward ______________ but still trusts and respects ________________
■ Moves between ___________________ and __________________
■ May be ____________________________, preoccupied with body, wonders __________________
■ Is more aware of _____________________________________________________________
■ May have ____________________________________________________________________
■ May experiment with _________________________________________________________
■ May have anxiety about peer relationships: wonders _____________________________
■ Is just beginning to think ______________________________________________________

Middle: Ages: _______ (Male) _______ (Female)

■ Strives for __________________________; may rebel against __________________________
■ Often becomes ______________________________________________________________
■ Is interested in ______________________; wonders ______________________________
■ Often distrusts ______________________________________________________________
■ May experiment with _________________________________________________________
■ Is often greatly influenced by _________________________________________________
■ Loves intensely, “desperately” ________________________________________________
■ Continues to develop _________________________________________________________

Late: Ages: _______ (Male) _______ (Female)

■ May be ______________________________________________________________________
■ Has established a set ________________ and loves ________________________________
■ Is more likely to consider _________________ love relationships.
■ Peer group is ______________________; is selective in choosing ________________
■ Is developing __________________________; defines goals and realizes the need for ______
■ May experience ______________________________________________________________

KEY
Adolescence Unit

STAGES OF ADOLESCENCE

Early: Ages: 11-14 (Male) 10-13 (Female)
- Is starting to move toward peers, but still trusts and respects adults.
- Moves between clinging and rebelling.
- May be narcissistic, preoccupied with body, wonders am I normal?
- Is more aware of sexual feelings and attractions.
- May have anxiety about peer relationships: wonders do I belong? Am I popular? Do I fit in? Do they like me?
- Is just beginning to think abstractly (formal operation).

Middle: Ages: 14-17 (Male) 13-16 (Female)
- Strives for independence; may rebel against parents/authority.
- Often becomes idealistic/altruistic.
- Is interested in dating; wonders how can I get this person to like me?
- Often distrusts adults.
- May experiment with sexual behavior/activity/risky behavior.
- Is often greatly influenced by peer groups.
- Loves intensely, “desperately” briefly (short term).
- Continues to develop abstract thinking.

Late: Ages: 17-? (Male) 16-? (Female)
- May be independent (approaching true emancipation.)
- Has established a set of values and loves more realistically (commitment and mutual giving)
- Is more likely to consider permanent (long term)/stable love relationships.
- Peer group is less important; is selective in choosing friends.
- Is developing life goals future plans; defines goals and realizes the need for education/training/preparation.
- May experience anxiety about future/temporary setbacks.

Characteristics of Puberty Chart

Name:
Directions: Below is a list of 20 characteristics of puberty. You are to decide which of the characteristics apply to GIRLS and which of the characteristics apply to BOYS. Place each characteristic in the appropriate column below. Some characteristics may apply to both BOYS and GIRLS. They should be placed in both columns.

Characteristics:

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlargement of ovaries</td>
<td>Labia and clitoris develop</td>
</tr>
<tr>
<td>Penis increases in size</td>
<td>Breasts enlarge</td>
</tr>
<tr>
<td>Pubic and axillary hair appears</td>
<td>Sweat glands active - odor increases</td>
</tr>
<tr>
<td>Beard and body hair</td>
<td>Beginning of menstruation (menarche)</td>
</tr>
<tr>
<td>Breast budding</td>
<td>Masturbation increases</td>
</tr>
<tr>
<td>Rounding of hips</td>
<td>Ovulation begins</td>
</tr>
<tr>
<td>Broadening of shoulders</td>
<td>Ejaculations occur</td>
</tr>
<tr>
<td>Lengthening of legs</td>
<td>Testicles enlarge, become rough and darker</td>
</tr>
<tr>
<td>Acne</td>
<td>Erections occur more frequently</td>
</tr>
<tr>
<td>Skin secretions change</td>
<td>Indentation of temporal hairline occurs</td>
</tr>
</tbody>
</table>

CIRCLE COMPLIMENTS*
**Purpose:**

This exercise is a non-threatening device to help students make positive comments towards each other (not always easy for high school students or adults) and raise the self-esteem of everyone involved. It also helps to develop a sense community and group cohesiveness. It is a good way to end a session.

**Time Required:** 10 minutes

**Materials:** 5 x 8 cards, pencils

**Procedure:**

1. Begin by talking about how important it is for people to feel good about themselves: “Because we would like to end this unit on a positive note, we’re going to do an exercise where we give each other ‘strokes’, compliments and positive feelings.”

2. Have the class sit in a circle (or divide the class into groups of about ten with each group sitting in a circle.)

3. Each student gets a 5 x 8 card.

4. Have student write own name on card.

5. On signal, have the students pass cards to left.

6. On signal to stop, stop and write a compliment about the person whose name is on the top of the card.

7. Keep the cards going around until everyone has received around ten compliments.

8. Once the students have their own cards back, have them write down something nice about themselves.

9. Let the student take their cards and their good feelings home.


**ERIKSON’S TASK: IDENTITY vs. IDENTITY DIFFUSION**
This means that the person has answered the question “Who am I?” The person’s character is consistent. There is some predictability concerning how the person will behave and react in a variety of situations. The person is reliable, responsible, becoming independent.

During adolescence the character consistency and predictability are not present. There are great changes in behavior, reactions, mood, and emotions as the teenager experiments with who he or she is and what he or she believes. As this experimenting comes to an end in late adolescence, the adolescent begins to know himself/herself.

When ego identity is achieved, the person knows who he or she is and others know also. The person can be counted on to be the same fairly constantly. The person is becoming more capable of true intimacy then.

Intimacy is the ability to relate to someone (usually of the opposite sex) in a mutual giving and receiving of pleasure and caring. The person cares as much about the mate as he cares about himself - and the person cares as much about himself as he cares about the mate.

Becoming capable of intimacy is actually the task of the young adult, but this would not be possible if identity were not achieved in late adolescence. (Keep in mind that many people do not achieve identity while still in their teens. They have to keep working on it and sometimes do not accomplish it until much later. It is probably easier for them and for those around them if they accomplish the task of identity during their teens, but what is important is that they find the answer to the question “Who am I?” at some point.) They are not ready for intimacy until they have found their identity.

If ego identity is not achieved, the opposite may take place. This is called identity (ego) diffusion. The teen who is ego diffused just gives up and stops trying to direct his or her life toward a goal. The person simply acts on impulse. He or she takes the “path of least resistance” and remains part of an adolescent group, doing what that group does. The person may be bitter toward society. The person will probably resent adults and authority and see himself/herself as alienated from society. Many mid-adolescents feel this way - but the ego diffused person does not “grow out” of it but clings to it.

Another result of failure to achieve identity could be paralyzing narrowness. It can be just as harmful as identity diffusion. In this situation, the teenager develops a clear idea of who he or she is, but the identity is so narrow that the person is not able to change or grow as situations change. The person restricts interests and personality so sharply that he or she leaves no room to change or learn or grow emotionally and mentally.

Either identity diffusion or paralyzing narrowness is harmful to the adolescent. Each grows out of experiences that occurred earlier, in the childhood period. The harmful things done to the child surface in adolescence. On the other hand, the child who has had good parental support and discipline as he or she moved through the stages of development in childhood is most likely to come through the conflicts of adolescence with a firm sense of ego identity - knowing who he or she is.

IDENTITY
Directions: Read the article titled “Erikson’s Task: Identity vs. Identity Diffusion”. Complete the information below. Then answer the questions that follow. Your answers will be private; they will not be read by others - only as the basis for discussion and self-study.

1. The question a person has answered if he has achieved identity is:

2. Five characteristics associated with identity are:
   a. ___________________________________
   b. ___________________________________
   c. ___________________________________
   d. ___________________________________
   e. ___________________________________

3. One way adolescents search for identity is by__________________________________

4. Once identity has been established, ________________________________ in relationships is more likely to occur.

5. Define intimacy:___________________________________________________________

6. If ego identity is not achieved, the opposite, ________________________________

7. Another possible result of failure to achieve identity is _____________________________
   __________________________________________________________________________

8. One crucial element that determines whether a teen will be able to form a strong sense of identity is ________________________________
   __________________________________________________________________________
IDENTITY: WHO AM I?

SOCIAL
1. Describe your peer group: ___________________________________________________
2. Place yourself on the continuum:
   Isolated ________________________________________________________ Involved.
3. On a scale of 1 to 10, how exposed and vulnerable to peer pressure are you? ____________
4. Who are your role models? Why? _____________________________________________
   __________________________________________________________________________

WORK
1. Beside school, what other activities do you pursue? _______________________________
2. Do you see yourself as a leader? A follower? Both? ______________________________
3. On a scale of 1 to 10, how responsible are you? ________________________________
4. What are your goals? _______________________________________________________
5. What specific steps are you taking to reach your goals? ____________________________
6. What type of work appeals to you or interests you? ______________________________

VALUES
1. What do you think is the purpose for your life? ___________________________________
2. What or whom are you loyal to? _______________________________________________
3. What causes or events would lead you to take action? ______________________________
4. Do you follow your moral beliefs in your daily life? Why or why not? ________________
   __________________________________________________________________________
5. What effect is your value system going to have on your lifestyle? ____________________

SEXUALITY
1. What do you think it means to be a man? _______________________________________
   __________________________________________________________________________
2. What do you think it means to be a woman? ______________________________________
   __________________________________________________________________________
3. What is important to you in a love relationship? ________________________________

PERSONALITY
1. What words describe you? ___________________________________________________
2. Place yourself on the continuum:
   Difficult ________________________________________________________ Easy
3. What things about your personality would you like to change? _______________________
   __________________________________________________________________________

PHYSICAL IDENTITY
1. What do you like about your physical self? ______________________________________
2. What would you like to change about your physical self? _____________________________
3. Place yourself on the continuum: Satisfied ____________________________ Unsatisfied
I. RESPONDING TO PEER PRESSURE

Directions: Each of us feels peer pressure every day. Some people always seem to give in to peer pressure because they want people to like them. Others try to resist peer pressure and be different to stand out. Most of us fall somewhere in between.

Below are a series of situations dealing with peer pressure. Read each situation. Read the 2 alternatives. Write a third alternative. Choose from among the three. Be ready to defend your choice!

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>CHOICE 1:</th>
<th>CHOICE 2:</th>
<th>CHOICE 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are taking an exam and a close friend asks you for the answer to one of the questions.</td>
<td>Give your friend the answer.</td>
<td>Refuse to give your friend the answer.</td>
<td></td>
</tr>
<tr>
<td>2. People in the lunch room start making fun of a foreign student’s accent.</td>
<td>Say nothing.</td>
<td>Laugh and imitate his accent, too.</td>
<td></td>
</tr>
<tr>
<td>3. You’re in a store with friends and they begin stealing candy.</td>
<td>Help them shoplift.</td>
<td>Walk out of the store.</td>
<td></td>
</tr>
<tr>
<td>4. A teacher asks you to tell her who drew on the wall with ink.</td>
<td>Lie and say you don’t know.</td>
<td>Tell the teacher you will not tell.</td>
<td></td>
</tr>
<tr>
<td>5. Your parents are out. Your friends want you to have a party at your home. You have promised your parents not to do this.</td>
<td>Tell your friends about your promise and say you must keep it.</td>
<td>Have the party.</td>
<td></td>
</tr>
<tr>
<td>6. A friend has told you he is thinking of killing himself. He has told other friends and they have all agreed not to tell anyone.</td>
<td>Tell him you cannot keep such a secret and tell an adult.</td>
<td>Try to talk him out of it yourself.</td>
<td></td>
</tr>
<tr>
<td>7. You are in Old Town and one of your friends has a handful of pills taken from home. Everyone is going to choose one to take.</td>
<td>Refuse to take one and walk away.</td>
<td>Take a pill.</td>
<td></td>
</tr>
<tr>
<td>8. Your boyfriend/girlfriend is pressuring you to have sex. Your friends say “go for it.”</td>
<td>Have sex with him/her</td>
<td>Tell him you will do it next week.</td>
<td></td>
</tr>
<tr>
<td>9. Your best friend has been cutting school and has no credit. He wants you to cut with him.</td>
<td>Only cut once.</td>
<td>Turn him in for cutting.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Pressure Lesson

Day 1

1. Have students define peer pressure individually on paper. Have volunteers read definitions.

2. List key words from definitions as they read (friends, influence, persuasion, force, etc.,)

3. Define the terms “succumb” and “resist.” Elicit examples from students for illustration.

4. Have students number from 1 to 20 below their definitions. Make two columns. Column 1 is labeled “Experience,” Column 2 is labeled “Result”

5. Instruct students to listen to the 20 pressure lines you will read. Explain that they should mark a check in Column 1 if they have experienced the same or similar situation. Mark a “0” if they have never experienced it. In Column 2 they should mark a check if they succumbed; a “0” if they resisted the pressure. They will then determine how exposed and how vulnerable they are to peer pressure.

6. Read the 20 pressure situations below. Then have students count the number of checks in Column 1 to determine their level of exposure to peer pressure (15>high: 7-14 moderate: 0-7low). By looking at the number of checks in Column 2 relative to the number in Column 1, they can determine their vulnerability. Remind them that it is the ratio of checks in Column 2 to Column 1 that matters.

PRESSURE LINES

1. “Come on. Sneak out, your mom is asleep. She’ll never know you’re gone.”
2. “Let me come over to your house and smoke. Your parents aren’t home.”
3. “Go out with him/her. They’ve got money. You’ll look good.”
4. “Come on, smoke weed, it’s harmless. It comes from the earth. It’s natural.”
5. “Let’s have a baby. I want you to have my baby/I want you to be my baby’s daddy.”
6. “You might as well stay out now. She’s probably already mad that you’re late.”
7. “There are the keys. We’ll just drive it around the block. They’ll never know it was gone.”
8. “Just take a couple of dollars. She won’t miss it. She probably doesn’t know what’s in there.”
9. “Go ahead, take that tip off the table/leave without paying. They make plenty of money.”
10. “You want to make some money? Sell this and I’ll give you $20.”
11. “Just grab it. She’s not even looking. She’ll never know. We’ll split what’s inside.”
12. “Go ahead, have sex with her/him. He/She is drunk.”
13. “My cousin needs money. Let’s rob this store/jack this car/rob those people.”
14. “You don’t need to go to class. It’s easy to leave, no one will see us. They don’t check.”
15. “I’m saying, I know you’re a virgin. So can I be your first?”
16. “I got a $100 TV I stole. Do you want to buy it for $50?”
17. “I dare you to...walk on that ledge, climb that tower, drive with no lights, etc.”
18. “Don’t be such a baby. He’s a senior. He can drive, he’s only had a few. Get in.”
19. “Your parents will never know. We’ll only invite 20 people and we’ll clean up real good.”
20. “You can’t have a pregnancy the first time. Don’t ruin the moment. We’ll talk about protection the next time, I promise.”
Peer Pressure Lesson

Day 2

1. Discuss the following:

   Were you satisfied with your amount of exposure and vulnerability on yesterday’s survey?

   What were some of the methods of manipulation that were used in the pressure situations?
   - reassurance
   - appeal to need to conform
   - appeal to loyalty, friendship, feelings
   - insults
   - flattery
   - bribery
   - blackmail
   - threats
   - dares

   What are some resistance strategies that people use to resist peer pressure? (List on board)
   - say, “no”
   - leave
   - avoid the situation
   - ignore the pressure
   - use logic, facts
   - express values
   - get angry
   - use humor
   - use evasive action, excuses, change the subject
   - exert counter, positive pressure

2. Divide class into groups of two or three. Have students think of pressure situation then:
   - Decide whether they will succumb or resist, and why
   - Decide on the resistance method they will or would have used

   Students may either present the information to class or act it out.
DECISION-MAKING MODEL*

The decision-making model provides a process that people can use to help them in solving problems or making decisions. It can be used for most situations in life including the area of human sexuality.

STEPS IN THE DECISION-MAKING PROCESS

1. Define the Problem - State exactly what the problem is or the situation around which a decision needs to be made.

2. Consider All Alternatives - List all possible ways to resolve the problem or possible decisions that could be made. Information may need to be gathered so all alternatives can be considered. You may wish to consult with others to make sure you haven’t overlooked any.

3. Consider the Consequences of Each Alternative - List all the possible outcomes - both positive and negative - for each alternative or each course of action that could be taken. It is important to have correct and full information by this point. You may need to consult others to gather the information.

4. Consider Family and Personal Values - Values include beliefs about how we should act or behave; the personal and family rules we live by and believe are important; e.g., beliefs about honesty, loyalty, whether it’s all right to smoke or drink. Most of our values come from the training we receive at home. Other values come from our friends and society. Consider whether each alternative is consistent with your personal and family values.

   Our decisions affect many people who are important to us; e.g., parents, siblings, peers, etc. The effect of each alternative on others should be considered in making a decision.

5. Choose One Alternative - Evaluate to make sure you have covered all steps thoroughly. After carefully considering each alternative, choose the alternative that is most appropriate based on your knowledge, values, morals, religious upbringing, present and future goals, and the effect of the decision on significant others.

6. Implement the Decision - Do what is necessary to have the decision carried out the way you want it to be. It may be necessary to develop a step-by-step program with a time table to make sure things get done.

7. Evaluate the Outcome - Examine to see if the outcome was what you planned or expected. Regardless of your answer, how can you use the outcome to assist you in making decisions in the future? Remember an unexpected or negative outcome does not necessarily mean the decision was incorrect.

* Adapted from: Family Life Education Teacher Training Manual, by Ellen Wagman and Lynne Cooper, with Kay Rodenberg Todd. Network Publications, 1700 Mission Street, Santa Cruz, CA 95060, 1981. August 1985
Decision Making Model

Use the following process to make your decisions more consciously and effectively. See page 12 in your Reference Handbook for more information about each step.

**Step 1:** Define the problem.

**Step 2:** Identify at least 3 alternatives.

- [ ]
- [ ]
- [ ]

**Step 3:** Consider the possible outcomes, both positive and negative, for each alternative. Write lists under each alternative.

**Step 4:** Consider your family and personal values and beliefs. 

**Step 5:** Choose one alternative and write it below:

**Step 6:** Implement the decision.
Write out a plan (who, what, when, where, how) and put your plan into action!

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Step 7:** Evaluate the outcome.
Is it what you expected or hoped? If not, what have you learned that may help you make future decisions?
### Who Influences Your Decisions?

**Directions:** Below are listed people and things that might influence you in making decisions. Rank them in order of their importance or influence to you. (For example, if the thing that influences you the most in making decisions is television, put a “#1” by TELEVISION.)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TELEVISION</td>
</tr>
<tr>
<td>2</td>
<td>MAGAZINES</td>
</tr>
<tr>
<td>3</td>
<td>MOVIES</td>
</tr>
<tr>
<td>4</td>
<td>PARENTS</td>
</tr>
<tr>
<td>5</td>
<td>SELF</td>
</tr>
<tr>
<td>6</td>
<td>PEERS (FRIENDS)</td>
</tr>
<tr>
<td>7</td>
<td>TEACHERS</td>
</tr>
<tr>
<td>8</td>
<td>CHURCH</td>
</tr>
<tr>
<td>9</td>
<td>BROTHERS/SISTERS</td>
</tr>
<tr>
<td>10</td>
<td>OLDER TEENAGERS</td>
</tr>
</tbody>
</table>

### How Do You Make Good Decisions?

**Directions:** Below are eleven (11) steps to making a good decision. Read the steps and then match them with the sentences below:

1. **IDENTIFYING THE PROBLEM**
   - “I could drop math, or cheat on tests or I could go ahead and fail or I could start studying.”

2. **KNOWING YOUR SELF**
   - “I don’t think doing nothing will help and I don’t like to cheat, and I need the course!”

3. **FINDING THE FACTS**
   - “The problem is that I’m failing math.”

4. **RE-DEFINING THE PROBLEM**
   - “I guess the real problem is that I’m not doing what I need to do to pass.”

5. **BRAINSTORMING ALTERNATIVES**
   - “I really don’t like math at all.”

6. **PREDICTING CONSEQUENCES**
   - “It’s important to me that parents are proud of me, and that I’m proud of me.”

7. **ESTABLISHING PRIORITIES**
   - “I’d better come up with a study schedule.”

8. **EVALUATING ALTERNATIVES**
   - “I should’ve asked Mr. Brown for help in making up my work, too.”

9. **CHOOSING AN ALTERNATIVE**
   - “In order to pass, Mr. Brown says I must do homework, study for quizzes and keep up.”

10. **TAKING ACTION**
    - “If I fail math, I don’t go to college!”

11. **EVALUATING THE DECISION**
    - “I’ll study for tomorrow’s quiz between 8 and 10 tonight; I’ll put my book in my bookbag now.”
Teen Pregnancy Questions (Answer on your own paper):

1. In your opinion, what are the causes/contributing factors of teen pregnancy?

2. While many teen pregnancies are unintended, some are deliberate. Some reasons are listed below. Choose four to explain:
   - “mother” or “father” status
   - rebellion
   - unrealistic expectations about parenthood
   - desire to maintain the dating relationship
   - loneliness
   - popular culture and acceptance (removal of stigma, disapproval of society)

3. What statistics and facts about teen pregnancy do you think are the most interesting, amazing, or alarming? Explain.

4. Many experts say teen pregnancy costs the U.S. billions per year. How?

5. Which teens, in your opinion, do NOT get pregnant or have babies? Why?

6. Many experts say that teen pregnancy has contributed to what they call the “feminization of poverty.” What do they mean by this? Why is this true?

7. What do you think is the best way to further reduce the teen pregnancy rate in the USA?
BEST DATE
WORST DATE

Explain to students that they are to take out a sheet of paper and place the male or female symbol (whichever they are) at top of the front and back of the paper.

Instruct students to write, on one side of the page, their fantasy of their best possible date. They are to describe the date (physically and personality) where they go and what they do. Allow about seven minutes.

Instruct students to write, on the other side of the paper, a description of a worst possible date - both the person and the date itself. Again, allow seven minutes.

Make sure students do not put names on papers.

Arrange students in two groups: boys and girls

Instruct students to read each paper aloud to the group and to make a list of the characteristics appearing, divided into two columns. Give each group an overhead projector pen and transparency.

Best:
Worst:

Have each group select a representative to present lists to the class.

If time, allow each group to select a representative paper and read it aloud.

Draw conclusions regarding:

- prevalent characteristics mentioned in best and worst categories
- similarities between the sexes in preferences and dislikes
- differences between the sexes in preferences and dislikes

Draw a grand conclusion regarding what girls and boys want and don’t want on a date (or agree that answers are too diffuse for a clear conclusion)
1. State ground rules:
   ✓ You can express opinions, feelings, and values; however, deliberate cruelty and insults will not be tolerated.
   ✓ Proper terminology will be taught and then must be used. Discriminatory, insulting, or prejudicial terms will not be tolerated.

2. Definitions:
   **Sexual Orientation:** Enduring emotional, romantic, sexual or affectionate attraction to individuals of a particular gender
   - **Heterosexual:** Attraction to individuals of the opposite gender from one’s own (Hetero = different) (“Straight”)
   - **Homosexual:** Attraction to individuals of the same gender as one’s own (Homo = same) (Gay, Lesbian)
   - **Bisexual:** Attraction to members of either gender (Bi = two)
   - **Homophobia:** Fear, dislike, discrimination against persons of homosexual orientation
   - **Transsexual:** Person who has had a medical sex change, male to female or female to male
   - **Transvestite:** Person who dresses in the clothes of the opposite gender for sexual pleasure (may be of any sexual orientation)
   - **Transgender:** When a person is born with ambiguous genitalia, formerly called “Hermaphrodite” from god Hermes and goddess Aphrodite

3. Read ten true/false statements. Students are to keep their answers private; this is a test of their knowledge. (NOTE: ALL OF THE STATEMENTS ARE FALSE. THESE ARE 10 MYTHS COMMONLY BELIEVED ABOUT HOMOSEXUALITY.) Discuss.
   1. Anyone who has same-sex fantasies as a child or plays like or dresses like the other sex (“tomboy; sissy”) will grow up to be homosexual.
   2. You can tell a person’s sexual orientation by the way he or she talks, walks, dresses and by their occupation.
   3. Homosexual orientation is a medical disorder according to the AMA (American Medical Association).
   4. One homosexual experience can “turn” a person permanently gay.
   5. Most homosexuals are child molesters.
   6. All societies throughout history have considered homosexuality evil.
   7. Homosexual men want to be women; lesbians want to be men.
   8. A person can be cured of homosexual orientation by counseling.
   9. Homosexuals attempt to recruit others.
   10. Scientific research has shown that homosexual orientation is a choice.

4. Show video “What if I’m Gay?”
“What if I’m Gay?” Quiz    Name:

1. At first, many viewers think Alan (the “late bloomer”) is the gay teen of the title rather than Todd. Todd’s Dad says his high school classmate was the “last person you’d ever suspect.” Why do people think they can identify who is or is not gay?

2. Todd’s Dad says people “teased and taunted him…back then you had to do those things so people wouldn’t think you were just like him…the guy lost his friends just because no one dared to be seen with him.” Have things changed? Explain.

3. Why does Alan remain friends with Todd once he finds out Todd is gay?

4. Why does Debra become concerned that there is something wrong with HER when she finds out Todd is gay?

5. Why is Kirk so threatened by Todd? Why does he tell others about Todd?

6. When Alan tells Nancy that Todd is gay, she says, “The world is made up of different kinds of people. Some of us aren’t afraid of those differences.” What is she saying?

7. Todd says that “life is going to be hard” for him now. Why? Do you think it is a good idea for people do be openly gay?

8. Todd says, “Who I am is a human being, with feelings and ambitions and desires like everyone else.” What is he saying about sexual orientation?

9. Psychologists say that many people do not reach maturation until their 20’s. Is it possible that Todd is premature in his labeling of his sexual orientation?

10. Alan says, “No one can really be happy with himself unless he feels free to be himself.” What does he mean? Do you agree?
Characteristics of a Healthy Relationship

Examples:
- Mutual
- Voluntary
- Loving
- Trusting/trustworthy
- Open/honest
- Responsible
- Fulfilling
- Loyal
- Non-exploiting
- Consistent with one’s personal sense of ethics and values

Elicit characteristics from students. Accept for list characteristics that class agrees on. Discuss any that are contributed but students reject,

OR

Have each student compile a personal list,

OR

Do as group activity as follow-up to film/discussion.
Setting Limits
“Limits Help Keep Us Safe”

Procedure:

1. Define intimacy (brainstorm)
   (Elicit idea that intimacy does not necessarily include sexual intercourse)

2. State: People sometimes set limits for intimacy.
   What is meant by a limit?

3. Why do we set limits?
   (To feel good about oneself, to avoid negative consequences, for protection, etc.)

4. Give examples of limits (speed, age, etc)

5. We are going to discuss settings limits of intimacy today

6. Have students write (anonymously) on piece of paper: 5 ways people express affection

7. Collect

8. List items from collected papers on board (edit as necessary)

9. Place items in order from least to most imitate

10. Discuss items that need clarification (what is “share feelings”?)

11. What causes peoples limits to change? (Time, trust, feelings, age, maturity, environment, needs, loss of trust, pressure, drugs, alcohol, etc.)

12. What helps people to set the limit somewhere? (Parents, religion, values, etc.)

13. Does everyone have the limit set in the same place?

14. What might cause someone to behave outside their limit? (Peers, media, etc.)

15. What if the other person’s limit is different than yours? (Discuss ways to communicate)

16. If I am in a relationship, what do I want for the other person? For my self? (discuss)

17. What helps people make good decisions about limits? (self-esteem, goals, etc.)

18. How is it helpful to know yourself and your limits before beginning a relationship?

19. What are some of the consequences of not setting limits or of exceeding one’s own or the other person’s limits?
“GOOD DECISION MAKING NOW AVOIDS PROBLEM SOLVING LATER”

Acquaintance Rape
Passive, Assertive, Aggressive Responses
Trigger Films

When people act as stereotypes, they often feel trapped in the role. For example, a guy might think “If I don’t kiss her, she’ll think I’m not a man,” even though he may not really feel like kissing her. Or a girl might think, “If I don’t let him kiss me, he’ll think I’m a cold fish or a prude,” even though she may not really want him to kiss her.

Young men and women have another choice: instead of trying to live up to stereotypes or do what they think is expected of them, they can reject the stereotypes and base their behavior on their own feelings, opinions and choices.

Potentially dangerous situations sometimes arise when guys and girls try to live up to stereotypes, (example: Raymond and Charlotte on “The Date,” he was acting “macho” and she was trying to be “sophisticated”) Many times, lack of communication also contributes to a situation getting out of hand. (Example: Mark and Kathy at “The Party” she never told him she was uncomfortable with his first advances, and she misinterpreted his “lines” as being sincere.)

Women who successfully resist rape are often assertive. That is, they are able to select the most appropriate response to a situation from among several alternatives. Their behavior determines the outcome. They are in control of what happens to them. (Example: Jenny honestly and calmly resisted Dan’s advances in the car)

Behaving assertively means you:
1. Understand your objectives, expectations and rights.
2. Honestly express your feelings in a direct, simple way.
3. Use “I” statements and speak in a way that respects the other person.

There are four basic principles of rape prevention in the situation from the movies; they are:
1. KEEP YOUR COOL SO YOU CAN THINK.
2. TREAT THE OTHER PERSON AS A HUMAN BEING.
3. KNOW WHAT YOUR OBJECTIVE IS (to escape the situation.)
4. USE GOOD JUDGEMENT AND IMAGINATION TO GET AWAY.

Situations that turn into potentially dangerous scenes might be avoided if men and women would keep these thoughts in mind:

MEN NEED TO. . .

. . . know that it is never O.K. to force oneself on a woman, even if she leads them on.
. . . know that whenever force is used to have sex it is rape, even if he has had sex with her before or thinks she meant yes when she said no.
. . . know that rape is a crime of violence motivated by the desire to control and dominate, not of sex.
. . . learn through honest communication what their dates desires are and then respect them.
. . . know that women who appear sexy and seductive are asking for admiration and appreciation of their attractiveness, not inviting rape.
. . . know that no one “asks” for rape, and no one has the “right” to sex.

WOMEN NEED TO. . .

. . . say no when they mean no, yes when they mean yes, and know which they mean.
. . . believe that they have the right to express their feelings honestly.
. . . be aware that being passive or submissive or coy can create a climate for sexual aggression.
. . . know that their body belongs to them, and only they have rights to say what happens to their body.

REMEMBER: PRESSURING, MANIPULATING, OR EXPLOITING OF ANOTHER PERSON FOR SEX HURTS THAT PERSON. NON-EXPLOITATIVE RELATIONSHIPS ARE NURTURING, CARING, AND FULFILLING.

Adolescence Unit 26
Directions: In the situations below, decide which response is Assertive, Passive, and Aggressive. Write the appropriate word on the blank provided for each.

Assertive response is often the best and most successful way to avoid miscommunications and ward off dangerous situations. An assertive response is honest, open, and direct, without being angry or insulting.

Passive responses, on the other hand, are those that avoid the issue or do not make the speaker’s real desires and needs clear.

Aggressive responses are also unwise because they attack the person and have the potential to arouse anger or hurt someone’s feelings.

1. Everyone at the party is dancing. Someone you don’t know or like very well asks you to dance. The music is slow and your partner moves very close and holds you tightly. You don’t like it. Your response:
   a) You make an excuse to move away as soon as the music shifts to a faster beat. ________
   b) You say: “Get lost, creep! Keep your creepy hands off me.” ________
   c) You say: “Please don’t hold me so tightly.” ________

2. You have had a second date with this person. The first date was O.K., but you are really not interested in continuing the relationship. At the end of your second date the person asks you to go to the movies next weekend. You don’t want to go.
   a) You say: “I’ve already seen the movie; besides, I have to wash my dog.” ________
   b) You say: “I’ve got better things to do than go to a movie with you!” ________
   c) You say: “I’d like to be your friend, but I’m not interested in going out with you.” ________

3. You go to a party and then for a ride with your date. You park the car and the date moves close and begins kissing you. You really like the person but do not want to go to far or too fast.
   a) You hint, talk a lot, light a cigarette. ________
   b) You say: “I really like this, but I don’t want to have sex. I just want to hold you.” ________
   c) You say: “Hey, what are you, some kind of sex fiend or something?” ________

4. You have been out having a good time. The person wants to come to your house to spend more time with you. No one else is home. You really don’t want to be alone with the person, because you think the person wants sex.
   a) You say: “Is that all you think of? You’re always trying to get me alone!” ________
   b) You say: “It’s been a lot of fun. Nobody’s home, though, and it’s against my rules for someone to visit while I’m alone.” ________
   c) You say: “Oh, all right, I guess you can come in...” ________

5. You are alone in your car and it breaks down. A stranger stops, offering help. You do not want to leave the car and go with the stranger.
   a) You say: “O.K., thanks. Let me lock my car.” (Go anyway.) ________
   b) You say: “I know your type, leave me alone or I’ll bash you one.” ________
   c) You say: “Gee, I’d rather stay in the car. But you can call the police for me. Thanks for your help.” ________

6. You go to a party with some one. Everyone is having a good time, but now people are starting to pair off and go into the bedrooms. Your partner wants to do so also. You don’t.
   a) You say: “No. I don’t want to. I’m not ready for that.” ________
   b) You say: “I can’t believe this, you are such a jerk! I hate you.” ________
   c) You say: “O.K., but just for a few minutes. I have to go soon.” ________
**Note:** Students will not be given grades based on response. Credit for completion of assignment. Sharing is voluntary.

**PARENT INTERVIEW**

1. How have I changed physically in the last two or three years? (Be specific)

2. Have you seen any attitude changes in me toward:
   
   a) school?

   b) family interactions?

   c) responsibilities?

3. How is parenting/disciplining me different from what it was like when I was in the seventh grade?

4. How do I show my need for increased independence?

5. What is different about our conversations now as compared to when I was a seventh grader?

6. How have your expectations for me changed?

7. Is it difficult being a parent to a mid-adolescent (teenager)?
   
   If so, why? If not, why not?

8. What do you see a major issues facing teens today?

9. How is today different from when you were a teen? (Be specific)

10. What worries you about me now?

11. In what ways am I different/similar to the way you were as a teenager?

12. What advice from you would help me with my teen years?
SEXUAL HARASSMENT

PURPOSE

The student will
• Define sexual harassment and identify behaviors which might constitute harassment.
• Compare and contrast sexual harassment behaviors with flirting behaviors.
• Describe the causes of sexual harassment.
• Identify the impact of sexual harassment on the victim.
• Review the ACPS Sexual Harassment Policy and identify actions that victims of sexual harassment can take.

TIME

This lesson will take two class periods if a video is used, and one class period if there is no video.

MATERIALS

1. Video: (Teacher Selection)
2. Worksheet - What is Sexual Harassment? (to be used with or without video)
3. ACPS Sexual Harassment Policy
4. Transparency of the definition of sexual harassment (ACPS Sexual Harassment Policy) and overhead projector
5. Teacher Reference: ACPS Sexual Harassment Policy

PROCEDURE

1. Have students brainstorm the term sexual harassment to review the meaning.

2. If available, introduce and show video. (This lesson may be completed without a video.)

3. After viewing the video, distribute the worksheet and discuss the questions below. Ask students to fill in their worksheets as the answers are discussed. (If there is no video, use the questions for discussion.)

   a. What is the definition of sexual harassment? (The teacher may write the definition on the board or show the transparency on an overhead projector.) According to the Alexandria City Public Schools Sexual Harassment Policy, sexual harassment is “unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature. . . .” Sexual harassment is illegal in schools according to Civil Rights Act Title IX of the Federal Education Amendments. It is illegal in the work place according to Civil Rights Act Title VII. These are federal laws that apply to everyone in the United States. If necessary, review the meaning of the following terms:

      • physical conduct of a sexual nature - inappropriate and unwanted touch
      • sexual favors - sexual acts performed in return for a reward such as a promotion or a higher grade
      • verbal conduct of a sexual nature - inappropriate and unwanted comments about a person’s body, clothing, gender, etc.
      • sexual advances - trying to pressure someone into a sexual act

   b. Does sexual harassment occur in your school? Give some examples of offensive behaviors.

   c. “Boys will be boys” is a frequent excuse for improper male conduct. Comment. Note that there are behaviors that boys exhibit that are sometimes excused by the statement “boys will be boys.” This is not an acceptable
excuse for sexual harassment. Certain behaviors that may have been condoned in the past are no longer acceptable.

d. Comment on the difference between sexual harassment and flirting. Emphasize that sexual harassment makes a person feel bad or uncomfortable and is generally unwelcome, whereas flirting is welcome and feels good to both people. Also note that it is what the victim feels that matters, not what the harasser intended. If the recipients of the behaviors feel they are being harassed, it is harassment.

e. Here are four questions one might ask to determine whether or not a comment or conduct is appropriate or inappropriate. Would these statements be effective in helping to monitor one’s conduct? Can you think of statements that might help?
   • Would you say or do this in front of your parent/parents?
   • Would you say or do this in front of another student?
   • How would you feel if your mother, sister, wife, or daughter experienced the same words or behavior?
   • How would you feel if someone did the same thing to you?

f. Discuss this statement: “Women who complain about sexual harassment have often asked for trouble by the way they dress or behave.” Emphasize that no one, no matter what they look like or dress like, deserves to be harassed.

g. Discuss, brainstorm, or convene small groups to come up with ways to stop sexual harassment. Share ideas with the entire class. Examples may include:
   • Tell the person how you feel and tell him/her to STOP.
   • Get support from friends and family.
   • Document harassing behavior.
   • Write the harasser a letter telling him/her your feelings and asking him/her to stop.
   • Create a record in case you have to make a report.
   • Try to find out if there are other victims and band together.
   • Follow ACPS policy
   • File a charge.
   • Consult an attorney.

h. Distribute copies of the ACPS Sexual Harassment Policy for review and have students identify the appropriate channels for reporting sexual harassment.

CONCLUSION

Sexual harassment is any unwelcome sexual advance, request for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature. It occurs in schools and in the work place. It is illegal, and there are ways to stop it. If you cannot stop the harassment yourself, there are remedies through sexual harassment polices.
WORKSHEET

WHAT IS SEXUAL HARASSMENT?

1. Sexual harassment is ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Is sexual harassment against the law?  ____YES  ____NO

3. What are four questions one should ask oneself to determine whether a comment or conduct might constitute sexual harassment?
   a. ________________________________________________________________________
   b. ________________________________________________________________________
   c. ________________________________________________________________________
   d. ________________________________________________________________________

4. If you were experiencing sexual harassment in school, what might you do to stop it?
   a. ________________________________________________________________________
   b. ________________________________________________________________________
   c. ________________________________________________________________________
   d. ________________________________________________________________________
   e. ________________________________________________________________________
   f. ________________________________________________________________________
   g. ________________________________________________________________________

# SEXUAL HARASSMENT VS. FLIRTING

<table>
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<tr>
<th>SEXUAL HARASSMENT MAKES THE RECEIVER FEEL:</th>
<th>FLIRTING MAKES THE RECEIVER FEEL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>good</td>
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<tr>
<td>angry/sad</td>
<td>happy</td>
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<tr>
<td>demeaned</td>
<td>flattered</td>
</tr>
<tr>
<td>ugly</td>
<td>pretty/attractive</td>
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<td>in control</td>
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<table>
<thead>
<tr>
<th>SEXUAL HARASSMENT RESULTS IN:</th>
<th>FLIRTING IS PERCEIVED AS:</th>
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<tr>
<td>negative self-esteem</td>
<td>positive self-esteem</td>
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<th>SEXUAL HARASSMENT IS PERCEIVED AS:</th>
<th>FLIRTING IS PERCEIVED AS:</th>
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<tbody>
<tr>
<td>one-sided</td>
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<tr>
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<td>a compliment</td>
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<thead>
<tr>
<th>SEXUAL HARASSMENT IS:</th>
<th>FLIRTING IS:</th>
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<tbody>
<tr>
<td>unwanted</td>
<td>wanted</td>
</tr>
<tr>
<td>power-motivated</td>
<td>equality-motivated</td>
</tr>
<tr>
<td>illegal</td>
<td>legal</td>
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</tbody>
</table>

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### EXCEPTS OF SEXUALLY HARASSING BEHAVIORS REPORTED IN U.S. HIGH SCHOOL

<table>
<thead>
<tr>
<th>Touching (arm, breast, buttock, etc.)</th>
<th>Showing R-rated movies during class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal comments (about parts of the body, what type of sex the victim would be “good at,” clothing, looks, etc.)</td>
<td>“Wedgies” (pulling underwear up at the waist so it goes in between the buttocks)</td>
</tr>
<tr>
<td>Name-calling (from “honey” to “bitch” and worse)</td>
<td>Sexual assault and attempted sexual assault</td>
</tr>
<tr>
<td>Spreading sexual rumors</td>
<td>Rape</td>
</tr>
<tr>
<td>Leers and stares</td>
<td>Massaging the neck, massaging the shoulders</td>
</tr>
<tr>
<td>Sexual or “dirty” jokes</td>
<td>Touching oneself sexually in front of others</td>
</tr>
<tr>
<td>Cartoons, pictures, and pornography</td>
<td>Graffiti</td>
</tr>
<tr>
<td>Using the computer to leave sexual messages or graffiti or to play sexually offensive computer games</td>
<td>Making kissing sounds or smacking sounds; licking the lips suggestively</td>
</tr>
<tr>
<td>Gestures with the hands and body</td>
<td>Howling, catcalls, whistles</td>
</tr>
<tr>
<td>Pressure for sexual activity</td>
<td>Repeatedly asking someone out when he or she is not interested</td>
</tr>
<tr>
<td>Cornering, blocking, standing too close, following</td>
<td>“Spiking” (pulling down someone’s pants)</td>
</tr>
<tr>
<td>Conversations that are too personal</td>
<td>Facial expressions (winking, kissing, etc.)</td>
</tr>
<tr>
<td>“Rating” an individual—for example, on a scale from 1 to 10</td>
<td>“Slam books” (lists of students’ names with derogatory sexual comments written about them by other students)</td>
</tr>
<tr>
<td>Obscene T-shirts, hats, pins</td>
<td>“Making out” in the hallway</td>
</tr>
</tbody>
</table>

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EXAMINING MEDIA IMAGES

TECHNIQUES OF PERSUASION

- **Testimonial:** A famous or important person testifies that he/she uses the product; the buyer assumes the product therefore be a good one
- **Sense Appeal:** The ad designed to appeal to the senses, motivating the buyer to associate the product with positive images
- **Transfer:** An attractive, well-dressed, successful looking person is portrayed using the product; the buyer assumes he/she will become more like that person after using the product
- **Bandwagon:** The language or picture suggests that “everyone” is using the product; the buyer does not want to be left out
- **Plain folks:** The ad shows an average person recommending/using the product; the buyer identifies with the person
- **Generality:** The ad uses positive words to give an impression of the product that may or may not be true (“best”, “world class”)
- **Romance Fantasy:** “White knights” and super heroes are featured and linked to the use of the product
- **Humor:** Links the product with the pleasurable feeling of laughter
- **Statistics:** Facts and figures are used to lend a “scientific” air
- **Card stacking:** Ads give strengths of the product and omit weaknesses
- **Fact/Opinion:** Statements of opinion are presented as fact by convincing spokesperson

QUESTIONS TO ASK

- What techniques of persuasion are being employed?
- What images of the “ideal” man or woman are portrayed?
- What ways of attaining the ideal are suggested?
- What are the costs of not trying to attain the ideal?
- In what environments are men and women found?
- How do men and women relate to cars, furniture, food, etc.?
- How do men and women relate to each other?
- How are men and women defined?
- What are men and women interested in and/or concerned about?
- What is the relative emotional, mental, physical strength of men and women?
- What is the image of older people? (appearance, activities, relationships)
- What is the image of children?
- How do men and women solve problems and confront difficult situations?
- What attitudes toward sexuality are portrayed?
- What images are portrayed of different races, socio-economic groups, careers?
- How does body language convey masculinity and femininity? (posture, gestures, expression)
- What is the role of touch?
How does one win/lose a sexual partner?
What is the image of happiness or the ideal life?

Advertisements sell ideas ...

... that there is an ideal of beauty
... that we can achieve beauty by buying products
... that what you have won’t do; you must buy something to fix it
... that you are not trying hard enough or measuring up
... that aging is bad and ugly
... that children are to be viewed as sex objects
... that natural odors are bad
... that women should compete with each other over men - even if it costs them the friendship of other women
... that housewives are pathetic unattractive women desperately cleaning or pushing food to receive love
... that old people need not be treated with dignity
... that alcohol leads to sex
... that women love to be beaten, suppressed, or raped
... that if you buy the product you will achieve love, sex, success or whatever you desire...especially happiness

Advertisements teach...

... ideas
... images
... values
... goals
... concepts
... identities
... desires

Males in ads are... (elicit from students)

sexually aggressive  loners
strong dominant
handsome competitive
tan violent
nice body
nice clothes
macho
wealthy
tall
adventurous
young

Females in ads are...

blonde  tan
slim innocent/ sexy
flawless pursued
large breasted easily swept off their feet
smooth skinned trying to get a man
young
ADVERTISEMENT ANALYSIS

Directions: Attach an advertisement from a newspaper or magazine to this paper. Analyze the ad below.

1. What is the appeal of this ad - how does it grab your attention?

2. What is the technique employed by the ad? Explain. (See reverse side)

3. To what basic need or value does this ad address itself?

4. What is the ad promising will occur if you buy the product?

5. Does the ad display a realistic portrayal of life? In what way is the ad realistic or unrealistic?

6. What environment or scenery is portrayed? What is the atmosphere?

7. If there are human beings present in the ad, describe their physical appearance.

8. What are the activities and relationships portrayed in the ad?

9. Are there stereotypes portrayed in the ad? If so, describe them.

10. Is the ad using sexuality, sex appeal, or a sexual message to pitch the product? How is this being accomplished?

11. Can you detect any hidden persuaders or subliminal seduction techniques in the ad? Describe them.

12. Are there any phallic symbols or vaginal symbols or implications of sexual activity in the ad?

13. To whom is the pitch being made? (What type of person would be attracted toward this advertisement?)

14. What identities, images, values, goals or desires are being “sold” along with the product?
Adolescence Unit

Adolescence Book Report Project

Prior to Project

Make arrangements with librarian for selected works of fiction, in which the protagonist or one of the main characters is an adolescent, to be pulled for the shelves on the day classes are to visit the library.

Tell students about the project in advance so that any student who wishes to provide his own book can have it with him on the day classes visit the library.

Library Visit

Convene students in the library. Remind students that the purpose of the project is to relate some of the concepts studied about adolescents to particular adolescents in fiction. Have the librarian describe some of the books and point out some of the particular problems dealt with in specific books. (Many adolescent fiction works deal with teenagers grappling with some sort of problem such as parents’ divorce, first love, school problems, etc.)

Allow students sufficient time to select and check-out a book.

Have students sign a sheet provided by you listing their name and the title of the book.

Optional

Reading time in class

Evaluation

On the specified due date, have students bring their books to class and write the attached report on the book they have read. Note that the report relates the book to the concepts of the unit. Remind students ahead of time that this will be a book report with a slightly different slant than the reports they are used to writing in English. Tell them ahead of time that they will be writing the report IN CLASS.

Optional

Have students share segments of their reports to “advertise” the book they read so that other students might read it.
Adolescence Unit: Book Project

Title:  
Author:  
Copyright date:  

1. Describe the adolescent in the novel. Include both physical and personality characteristics.

   Physical:  
   
   Personality:  

2. Decide whether the character is in early, middle, or late adolescence. Give specific reasons why you are placing him in the category you do.

3. Describe the relationship between the adolescent and his/her parents or other significant adult in the book.

4. Describe the conflict or conflicts the adolescent in the story is facing.

5. Explain how the conflict(s) the adolescent faces are typical of the types of problems adolescents often face. If the adolescent’s conflicts are not typical adolescent problems, explain.
6. Briefly summarize the ending of the book, telling how the adolescent’s problem or conflict was solved.

7. Propose an alternative ending for the story. If it hadn’t ended the way it did, how else could the story have been resolved.

8. Explain how this book might help a teenager with the same or a similar problem as the adolescent in the book.

9. Select a quote that you like from the book. Choose lines that best reflect the theme of the book, or that best sums up the character’s point of view or the solution to the problem. Write the quote below and explain why you are choosing those particular lines as your quote.

10. Tell whether you would recommend this book to other teenagers to read. Explain why you are or are not recommending this book.
Adulthood Unit

Vocabulary
- Young Adult
- Mature Adult
- Old Age
- Death/Dying

Notes
- Young Adult
- Mature Adult
- Old Age

Activity/Project Ideas
- Young Adult Chart
- Planning Your Future
- Career Data Sheet
- Career Interview
- Love Questions/Compatibility Test
- Sexual Ethics
- Commitment Project
- Fair Fighting
- Mature Adult Chart
- Domestic Violence
- Understanding Parent Teen Behavior
- Values Auction
- Adult Interview
- Old Age Brainstorming Activity
- Aging: Myth or Reality
- Personal Feelings About Old Age
- My Views
- Old Age Interview
- Kubler-Ross: Stages of Acceptance of Death
- Personal Reflections on Death

Standards of Learning

9.5 The student will survey and analyze the human life span from the neonatal period through old age and death including

- major human development theories including those of Erik Erikson, Jean Piaget, Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists.
• development patterns, sequence, and rates
• physical, cognitive, social and emotional changes that occur in infancy, early childhood, late childhood, adolescence, young adulthood, mature adulthood and old age
• factual information, attitudes, customs, and emotional reactions relating to death and grief

9.8 The student will examine how sexuality is integrated into the total personality throughout life including

• aspects of sexuality such as gender, sexual identity, gender roles, sexual decision making, sexual orientation and sexual ethics
• sexual development, behaviors, feelings and responses at each stage of life
• individual definitions for masculinity and femininity
• awareness of gender role expectations and limitations imposed by society facts, theories and societal attitudes concerning sexual orientation
# Adulthood Unit Vocabulary

<table>
<thead>
<tr>
<th>Young Adult</th>
<th>Mature Adult</th>
<th>Old Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>intimacy/isolation</td>
<td>generativity/stagnation</td>
<td>integrity/despair</td>
</tr>
<tr>
<td>marriage</td>
<td>middle age</td>
<td>ageism</td>
</tr>
<tr>
<td>commitment</td>
<td>menopause</td>
<td>life review</td>
</tr>
<tr>
<td>passion</td>
<td>empty nest syndrome</td>
<td>retirement</td>
</tr>
<tr>
<td>compatibility</td>
<td>sandwich generation</td>
<td>longevity</td>
</tr>
<tr>
<td>ero/philos/agape</td>
<td>domestic violence</td>
<td>gerontology</td>
</tr>
<tr>
<td>physical peak</td>
<td>mid-life crisis</td>
<td>Alzheimer’s disease</td>
</tr>
<tr>
<td>career</td>
<td>prime of life</td>
<td>senility</td>
</tr>
<tr>
<td>Peter Pan syndrome</td>
<td></td>
<td>widow/widower</td>
</tr>
</tbody>
</table>

## Death/Dying

- mortality
- living will
- “pull the plug”
- last will and testament
- funeral
- eulogy
- obituary
- grief
- denial
- anger
- bargaining
- depression
- acceptance
YOUNG ADULT

I. Integration of the personality at close of adolescent’s long stage of diffusion
   A. Is able to be independent of parents; sets boundaries between self and parents
   B. The revolt of adolescence has let up; can now appreciate parents realistically
   C. Has evaluated parents’ values and has internalized some, but has discarded others
   D. Has capacity to tolerate tensions and work through difficulties
   E. Frustrations are handled, and aggressions are channeled constructively
   F. Is now secure in gender identity; no need to prove masculinity/femininity through compulsive activity, aggressiveness, or sexuality

II. Independence of the young adult (both physically and emotionally) from the natal family
   A. Ready to leave home; decisions about occupation and mate begins process
   B. Has attained adult status; physical maturation; height of physical vigor
   C. Energy and interests are now directed beyond individual’s own growth and development
   D. Ready to focus energies and interests, and to renounce alternatives that distract person from goal
   E. Ready to reserve intimacy for one significant person
   F. Will make two of the most significant decisions of his/her lifetime in choosing an occupation and in deciding whether and whom to marry
      1. these choices will be the result of the individual’s entire personality development
      2. these choices will determine further personality development

III Occupational choice will determine the young adult’s way of life
   A. Determines environment, status, social roles, associates, and patterns for living
   B. Occupations and personality traits are intimately related; kind of occupation is chosen largely because of individual’s personality
   C. Occupation then plays significant part in further shaping of that personality
   D. Occupation is a matter of choice in U.S. (Unlike most of the world)
      1. many conscious/unconscious factors affect that choice in U.S.
      2. range of choice is dramatically affected by individual’s family background, economic status, educational level, genetic inheritance, etc.
   E. Career is sought for two primary purposes
      1. as source of satisfaction
      2. as source of money and security
      3. ideal is a combination of both
   F. Historically, women have not been as concerned with career choices as have men; more critical choice for woman has been that of mate - that has changed sharply

IV. Major task for the young adult period is the development of the capacity for intimacy (with self and, eventually, with a sex partner) rather than a sense of isolation (Erikson)
   A. No young adult develops perfectly
      1. we all bear some scars of emotional trauma of some sort
      2. we even continue to utilize defenses that are no longer needed
      3. deficiencies are part of everyone’s human fragility; these should not lock young adult into repetitively seeking solutions to old problems though
B. According to Freud, maturity is measured by one’s capacity for genital sexuality
   1. involves ability to enjoy sexuality in meaningful intimate relationship
   2. depends on freedom from fixation at earlier developmental levels
C. This is indicated by readiness to give up hard-won independence in order to share with another in a meaningful relationship, usually marriage (interdependence)

V. Marital choice (involves love and many other unconscious processes)
   A. Major attachments and meaningful relationships now lie outside the natal family
   B. Biological and social pressures are both in force; our whole social system pushes young people toward marriage
   C. Falling in love is largely an irrational matter
   D. Passionate attraction can be mistaken for mature love
   E. Impulsion to marry includes a variety of feelings
      1. feelings of incompleteness
      2. need to propagate
      3. need for sexual gratification
   F. Motivation to marry involves many reasons other than love, some of which are negative
      1. compensation for emotionally empty life
      2. Sexual outlet
      3. Pregnancy
      4. gain security
      5. hostility (rebound or antagonism against entire sex)
      6. “Rescue” situation (get self out of a bad situation by marrying)
   G. Decision to marry is usually marked by formal engagement
      1. lengthy engagement seems to result in successful marriages
      2. Formal engagement is usually brief
      3. informal “engagement” of approximately two years seems best in terms of success of the marriage

VI. Marital adjustment has as its goal a mutually satisfying and completing interpersonal relationship
   A. Presupposes from each partner:
      1. reasonable independence
      2. a secure ego identity
      3. the capacity for intimacy
   B. Requires shifts in each personality to make the coalition possible
   C. Couple must find reciprocally integrating roles and meshing of activities
   D. A number of areas are likely to be divisive
      1. religion
      2. social life
      3. Mutual friends
      4. In-laws
      5. Money
      6. Sex relations
   E. Happiness and contentment must be worked for; are not automatic consequence of marriage
      1. values from two different natal families must be assimilated
   F. Personalities fuse, yet each one’s individuality must remain
   G. A good marital coalition leaves partner vulnerable to profound loss or hurt; however, the alternative is a loss of chance for meaningful sharing
   H. Basically two forms of marriage
      1. parallel/collateral - sex roles clearly defined; companionship found outside marriage
      2. reciprocal - companionship between partner; interactional pattern worked out
   I. Mutually satisfactory sexual adjustment is usually critical (but not necessarily so)
1. sexual goal is to experience orgasm and provide same for partner
2. early sexual adjustment problems usually can be solved
3. physical sources of sexual frustration are common
4. male/female sexual behaviors have similarities and differences
5. potential difficulties for females
6. potential difficulties for males
7. success depends on successful communication
8. there are successful marriages without sexual relations

VII. Parenthood marks turning point in life cycle
   A. Previously dependent person becomes responsible for a new life
   B. Parenthood profoundly influences personality of the parent
   C. Marital relationship is altered by birth of child
   D. Child can provoke conflict as easily as promote greater closeness
   E. Each transition of child into next stage requires an adaptation by the parents
   F. Ideal is that person becomes a parent only after he/she is reasonably well launched as an adult
   G. Child centered home can be bad if it means the needs of a child take precedence over all other needs - balance is important

VIII. Miscellaneous considerations
   A. Legislation affecting marriage and sexuality
      1. sex laws vary from state to state
      2. marriage laws have common bases, varied specifics
         a. age of consent/age with parental consent
         b. blood tests, physical exams
         c. waiting period
         d. license, ceremony
   B. Family planning
      1. birth control
      2. infertility
      3. birth of handicapped children
      4. death of a child
   C. Non-marital and extra-marital sex
   D. Sexual orientation
      1. heterosexual
      2. homosexual
      3. bisexual
   E. Related terms
      1. transgender
      2. transsexual
      3. transvestite
   F. Divorce
   G. Child Custody
MATURE ADULT

I. Transition to and through middle age is a state of mind more than a biological changing. During this stage the following occur:
   A. The awareness grows that peak years are passing
   B. Children cease to be major responsibility
   C. Parents retire or die
   D. Individuals become aware that they are the responsible generation now
   E. Bodies are slowing down
   F. Woman’s generative capacities are ending (yet menopause does not occur until well into Middle Age)

II. Middle years are a time of stock-taking, evaluation
   A. For most it is a time of fulfillment following years of effort
   B. For some it is time of regrets and disillusionment
   C. For all, the balance of life is at least slightly upset as one simply becomes aware -
      1. of the passing of time
      2. of the limits of life span
   D. A reevaluation occurs whether it leads to a change or not

III. Physical changes
   A. Peak of physical abilities has passed
      1. gray hair, wrinkles, weight gains (these gains are not inevitable, just harder to control)
      2. bifocals
      3. old injuries cause new problems (knee, back, etc.)
   B. Renewal and repair of various body systems does not keep up with degenerative changes
      1. Prone to illness (increasingly)
      2. Men between 40 and 50 vulnerable to coronary occlusion
      3. Women more vulnerable to cancer (breast and cervical)
   C. Friends’ names are beginning to appear in hospital and obituary notices
   D. Psychologically disorganizing disease are less common in this period; some depression connected to reevaluation of life may occur

IV. Satisfaction of middle years
   A. Good time if life has gone well; bitter time if not
   B. Most are able to accept and value this period’s advantages along with its limitations
      1. Some seek younger years’ rewards, fear displacement by younger generations, or try to live through their children
      2. Others see it as the chance at renewing old interests, beginning new careers, or as chance to focus on their own needs
      3. Men (and many women) are well established in work (are recognized by younger workers, able to guide them, and no longer in direct competition with younger workers)

V. Critical problems
   A. For men (and some women) there may be “promotion depression”
      1. Unwelcome added burdens that comes with promotion
      2. Have a need to leave job but see it as a loss of self-esteem if they do so
   B. For women it may be empty nest syndrome; she has lost her child-rearing job
   C. Menopause

Adulthood Unit 7
1. Mean age of onset is 48-49 years of age for menopause
2. Physiological difficulties arise from changes in hormonal secretion
3. Emotional disturbances (or at least vulnerability) are common
4. Estrogen replacement can alleviate physical discomforts; its use is not yet problem-free

VI. Marital relationship helps at this stage if it has been good; breaks if the relationship has been weak
A. Divorce rate increases during this period
B. Strains on marriage are caused by each partner’s need to adjust to changed status (in terms of children leaving or success/failure in job)
C. Must learn to use time in new ways; are a couple again after 20 to 25 years of sharing home with children
D. Sexual adjustments are likely to be better at this time
E. Changes in both man and woman can result in new kinds of sexual problems

VII. Middle age is typical time for restitution
A. Some seek job changes in early part of this period
B. The sexual advantages of those in adolescence or young adulthood seem appealing to some in Middle Age
C. Some divorce to remarry

VIII. Vocational problems
A. Many realize that career expectations won’t be met
B. Many modify expectations and settle for the security of what they have
C. Successful ones are not always able to stop competing, cannot accept being bested by younger workers

IX. Health problems are realistic difficulties of this period

X. Children and grandchildren are source of joy or disappointment depending on earlier relationships with parents.
Old Age

I. General Characteristics
   A. Erikson’s task: Integrity vs. Despair—an acceptance of one’s own responsibility for what your life is and was and its place in the flow of history. If a person is disgusted with the way life has gone, then there is an extreme feeling of despair and disappointment with himself or herself and others
   B. Retirement can be made to be a desirable, calm, dignified closure of life’s work
   C. Retirement can be a hollow survival of feeling useless, unneeded and burdensome

II. Problems of Old Age
   A. The end of life must be faced
   B. Physical and mental infirmities come about
   C. Society has trouble coping with the elderly
   D. We have just begun (in the U.S.) to make it possible for many more elderly to live out their last years with security, independence and dignity
   E. The elderly will become increasingly dependent on their children and others of the younger generation
   F. As aging continues, the secondary sexual characteristics and physical strength fade

III. Three phases of Old Age
   A. Elderly
      a. Time of retirement
      b. Many remained unchanged from mature adult
      c. Capable, complete and competent to take care of self and their affairs
   B. Senescence
      a. Physical and environmental changes force him/her to be come reliant on others
      b. Life’s circumstances may force dependence
   C. Senility
      a. Brain no longer serves essential function as an organ of adaptation
      b. May never go through this stage
      c. In second childhood or “dotage”; cannot function on his/her own
      d. Alzheimer’s Disease is a serious problem

IV. Attitudes about being old
   A. Many have mixed feelings
   B. Hope for years ahead are modest
   C. Many still want to be useful (religious activities and community service provide an outlet)
   D. Many dread the thought of life ending in a nursing home or severely ill
   E. Friends are very few because of deaths
   F. May become close to distant relatives—no one else is left

V. Social Problems
   A. Other cultures treat the elderly differently because of their usefulness or their drain on society
   B. Eskimos—the old go off and lay down and die
   C. Chinese—they revere (high respect); they continue to make decisions for the family
D. Natives of the tropics—abundance of land in the tropics allow elderly to remain with their families
E. In the U.S., we don’t always value wisdom of the past because our society is rapidly changing
F. Socially mobile families leave little room for an elderly family member

VI. Financial/Medical Problems
A. Many of the elderly are not covered with adequate insurance
B. Some do not get to the doctor because they can not afford it
C. Medication is very expensive
D. Much planning has to take place for there to be enough money available to live comfortably

VII. Benefits for the elderly
A. Senior citizens get discounts on meals, travel tickets, plays, shows, credit cards and other services.
B. People are living longer from the benefits of advanced medicines and health eating and exercise
C. Many start new careers in life at this age—there is time and focus to put together a lifetime of information, and use it well
D. Some people fall in love at this stage of life and decide to marry
## Young Adult Chart

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>EMOTIONAL</th>
<th>COGNITIVE</th>
<th>SOCIAL</th>
<th>SEXUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent health</td>
<td>Intimacy: Deep personal attachment to another person; mutuality; devotion; merging of two separate lives; interdependence</td>
<td>maturation of mental processes + experience = judgment</td>
<td>Influence of peers</td>
<td>Decisions about sexual behavior</td>
</tr>
<tr>
<td>strength</td>
<td>VS</td>
<td>Competence</td>
<td>choose friends on basis of:</td>
<td>Sexual ethics formed:</td>
</tr>
<tr>
<td>energy</td>
<td>Isolation: Incapable of or fearful of intimate attachment to other; self absorption</td>
<td>Independent thinking</td>
<td>shared values</td>
<td>sex only in marriage</td>
</tr>
<tr>
<td>endurance</td>
<td>Continued evaluation of identity: break away from parents become truly autonomous pursue interests develop career establish responsibilities &amp; relationships obligations to others</td>
<td>Involvement in issues</td>
<td>shared experiences</td>
<td>sex only with marriage intimacy</td>
</tr>
<tr>
<td>Peak 25 - 30</td>
<td>“Post Formal” thought; Logic</td>
<td>“Putting Down Roots”</td>
<td>shared goals</td>
<td>casual sex?</td>
</tr>
<tr>
<td>(Manual dexterity &amp; ability drop after 30)</td>
<td>Creativity</td>
<td>“Settling Down”</td>
<td>shared interests</td>
<td>Search for ideal partner “soul mate”</td>
</tr>
<tr>
<td>Senses sharp</td>
<td>Reach potential of intelligence</td>
<td></td>
<td>Career often determines social circle:</td>
<td>Commitment</td>
</tr>
<tr>
<td>keen sight</td>
<td>Self-awareness</td>
<td>financial status</td>
<td></td>
<td>Monogamy</td>
</tr>
<tr>
<td>sharp hearing</td>
<td>Values formed</td>
<td>geographic location</td>
<td></td>
<td>Sexual expression</td>
</tr>
<tr>
<td>task</td>
<td>Often has mentor-</td>
<td>interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smell</td>
<td>professional</td>
<td>“Putting Down Roots”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>touch</td>
<td>Intimacy</td>
<td>“Settling Down”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscular strength at maximum</td>
<td>(connection)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body completes development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maximum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adult body weight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% are in excellent health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health habits that affect: smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drinking</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>drugs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>exercise</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>diet</td>
<td></td>
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</tbody>
</table>

- Intimacy
- Passion
- Commitment

Adulthood Unit 11
PLANNING YOUR FUTURE

Part I: Who am I?

1. List ten (10) things you really like to do:
   _____________________________________  _____________________________________
   _____________________________________  _____________________________________
   _____________________________________  _____________________________________
   _____________________________________  _____________________________________
   _____________________________________  _____________________________________

2. List ten things you really do NOT like to do:
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   _____________________________________  _____________________________________

3. List five things about yourself that you are most proud of (things you have done or characteristics):
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

4. List five people you admire and the characteristics you admire in them:
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

5. List five skills and abilities that you have:
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

6. List five goals you have for your life:
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
Part II What do I want to do?

7. Rank the values below in the order of their importance to you (#1= most important, etc.):

   Economic (money) __________________________
   Aesthetic (beauty) __________________________
   Theoretical (ideas) __________________________
   Social (people) __________________________
   Spiritual (religion) __________________________

8. Rank the following in order of their importance for you

   _____ opportunity to do something meaningful for society
   _____ opportunity to be recognized for your talents
   _____ opportunity to be responsible for decisions, being a leader
   _____ opportunity to produce something you are proud of
   _____ opportunity to have predictability and stability in your work environment
   _____ opportunity to help people
   _____ opportunity to move around rather than stay in one place
   _____ opportunity to be outdoors
   _____ opportunity for advancement in salary
   _____ opportunity to be autonomous

9. Based on the information above and the information in the previous section, list five possible career areas that would suit your personality and needs

10. List five steps you could take to further your investigation/preparation for a career that suits you:

11. Describe what you envision your life will be like in the year 2025:
Career Data Sheet: Internet Research

Job Title:

Career Field:

Web Site(s):

Facts:

1.

2.

3.

4.

5.

Training:

Salary Range:

Benefits:

Job Appeal:

Job Outlook:
CAREER INTERVIEW

**Directions:** Use the questions below to interview a young adult about his or her work.

- Write the responses on your own paper.
- Use ink or type responses.
- Use the numbers to make clear which question is being answered.
- Write the answers in complete sentences with correct spelling.
- The completed interview is due _________________.

**QUESTIONS**

1. What is your current job title?

2. In what field is your work? (For example: secretarial, construction, health care, etc.)

3. How long have you been doing this type of work?

4. Why did you choose this work?

5. What credentials are required for your work? (For example: diploma, college degree, special license, certification, etc.)

6. What are the primary skills, abilities or knowledge that this work requires?

7. What are some of the rewards in your field of work?

8. What are some of the difficulties or frustrations you have had to face in your work?

9. How have others helped you to be successful in your work? (Are there people who have motivated or inspired or guided you? How?)

10. What advice would you give to a young person preparing to enter your field of work?

(List any additional questions below and show all responses on the answer page.)
LOVE QUESTIONS

1. How old do you have to be to fall in love?
2. How do you know you are in love?
3. What is the difference between love and infatuation?
4. What does love have to do with sex?
5. Can you be in love with more than one person at a time?
6. Does true love last forever?
7. Do you believe in fate? (One “right” person for you that you must find)
8. If you are in love, will you be attracted to other people?
9. Does love change over time? How?
10. Can people live satisfying lives without romantic love?
11. Can people grow to love each other?
12. Can you love without being loved back? What happens to unrequited love?
13. What is the age limit for love?
14. Which would you rather be, the lover or the beloved?
15. Can you love someone and not want to be with them?
16. Is love all you need to make a relationship successful?
17. What ideas about love are there in music? Movies? TV?
Sexual Ethics

1. Have students write private, individual definitions of love.

2. Have volunteers share definitions with class or collect and read all anonymously.

3. Deliver brief explanation of types of love: eros, philos, and agape.

4. Define “intimacy” together. Be sure to include ideas of offering and being offered love, understanding, closeness, acceptance and a sense of being valued emotionally, physically, intellectually, spiritually and sexually.

5. Write on the board some of the recurring words in the love definitions and intimacy discussion.

6. Divide class into groups of three or four. Have each group compile a list under the title “Characteristics of a Healthy, Loving Intimate Relationship” (Assign a writer and a speaker for each group or have groups elect their own.)

7. Reconvene as a group and have groups read list as teacher compiles master list on board.

8. Explain the concepts of “ethics” and “sexual ethics.”

9. Referring to the definitions of love and intimacy and the list of characteristics of a healthy relationship, have students write their own PERSONAL CODE OF SEXUAL ETHICS. They may find it easiest to use a Ten Commandments-type format…a list of ten statements beginning with “I will” and “I will not.”

Sample Characteristics of a Healthy, Loving Relationship:

<table>
<thead>
<tr>
<th>Voluntary</th>
<th>Affectionate</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open hearted</td>
<td>Mutual</td>
<td>Forgiving</td>
</tr>
<tr>
<td>Nurturing</td>
<td>Compatible</td>
<td>Empathetic</td>
</tr>
<tr>
<td>Interesting</td>
<td>Responsible</td>
<td>Honest</td>
</tr>
<tr>
<td>Warm</td>
<td>Rewarding</td>
<td>Loyal</td>
</tr>
<tr>
<td>Communicative</td>
<td>Trusting</td>
<td>Affectionate</td>
</tr>
<tr>
<td>Emotionally satisfying</td>
<td>Humorous</td>
<td>Fulfilling</td>
</tr>
<tr>
<td>Safe</td>
<td>Pleasurable</td>
<td>Generous</td>
</tr>
<tr>
<td>Tender</td>
<td>Fun</td>
<td>Consistent with values</td>
</tr>
<tr>
<td>Committed</td>
<td>Caring</td>
<td>Kind</td>
</tr>
</tbody>
</table>
DIRECTIONS: Complete the following as a couple committed to a partnership. You must discuss each item. In many cases, you may simply write “me” or “P” for partner. Other items will require more explanation.

1. WHERE WILL YOU LIVE?
   Geographical area of the U.S. ________________  Other: ________________
   Circle one in each column:
   urban area  house  Briefly describe: ________________________________
   rural area  apartment _____________________________________________
   suburb  condominium _____________________________________________

2. WHO WILL PROVIDE THE INCOME?
   you  partner  both  (circle one)
   WHAT KIND OF JOB(S) DO YOU WANT?
   You: _______________________________ ( _______ hours per wk: _______ days)
   Partner: _____________________________ ( _______ hours per wk: _______ days)
   WHAT WILL YOUR INCOME BE?
   You: $ _______________________ per year
   Partner: $ _____________________ per year = Total income $ _____________
   DESCRIBE HOW THE JOB(S) WILL AFFECT YOUR TIME TOGETHER:
   __________________________________________________________________________
   __________________________________________________________________________

3. HOW WILL THE HOME LABOR BE DIVIDED? WHO WILL DO. . .
   laundry  ________   daily tidying  ________
   cook  ________   home repairs  ________
   dishes  ________   ironing  ________
   clean  ________   gardening  ________
   yard  ________   errands  ________
   car  ________   bill paying  ________
   groceries  ________   trash  ________
   ASSUME YOU WILL NOT HAVE A MAID!

4. WILL YOU HAVE CHILDREN? IF SO.....
   How many? _________  Adoption? _________  Method of birth control (if any)
   When? ______________
   Where? ______________  Method of discipline:
   Will partner participate in birth? ______________
   Spacing between children? ______________  Disciplinarian: ______________

4. IF YOU ARE BOTH WORKING, WHO WILL. . .
   Arrange child care ____________  Stay home with ill child ____________
   Transport children to child care ____________  Attend school events ____________
5. **WHO WILL HANDLE FAMILY FINANCES?**

<table>
<thead>
<tr>
<th>Item</th>
<th>You</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you have a budget?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint checking account?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will pay:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mortgage/rent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>medical insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gasoline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car ins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dry cleaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>water/sewer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>life ins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>newspaper. mags.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entertainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gifts</td>
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<tr>
<td>entertainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>repairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Will you have a savings account? joint or single

Who will contribute?

Who will write the checks and keep the records?

If you save $1000. what would you do with it?

______________________________________________________________________________

______________________________________________________________________________

6. **HOW WILL FAMILY DECISIONS BE HANDLED?**

What kinds of car(s) will you buy?

What items would you take a loan for?

When/where would you go on vacation?

Where will you spend major holidays?

______________________________________________________________________________

______________________________________________________________________________

7. **HOW WILL YOU SPEND YOUR FREE TIME?**

What kinds of things do you like to do? (Circle those you can do together)

<table>
<thead>
<tr>
<th>You</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much time will you spend with each other?

Will you socialize without each other?

What activities will you pursue without each other?

______________________________________________________________________________

______________________________________________________________________________

8. **WILL RELIGION BE PRACTICED?**

If different religions, whose place of worship will you attend?

Will the children attend place of worship? Whose?

______________________________________________________________________________

______________________________________________________________________________

9. **WHAT RELATIONSHIP WILL YOU HAVE WITH YOUR IN-LAWS?**

How much influence will they have? How often will you see them?

Would you accept financial help from them? Where will you spend holidays?

explain......
COMPATIBILITY TESTING

Only you can decide what is important to you in a relationship. Rate each of the statements below in the following scale: (Only 5 statements can be marked E for essential)

<table>
<thead>
<tr>
<th>E-essential</th>
<th>I-important</th>
<th>U-unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I want my partner to like me.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I want my partner to love me.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I want my partner to show me understanding and concern.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I want my partner to appreciate what I give to the relationship.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I want my partner to give me a lot of physical affection.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I want my partner to be sexually faithful.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I want my partner to be committed to me.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I want a good sexual relationship with my partner.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I want my partner to be intelligent and well-informed.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I want my partner to be physically attractive.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I want my partner to be sociable, friendly, and charming in social settings.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I want someone who will share the housework.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I want someone who will participate in financial decisions.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I want someone who is easy to live with.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I want someone who is fun to be with.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I want someone who will share ideas with me at the end of the day.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I want someone who will like my friends and relatives and fit into my world.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I want someone who will participate in the decisions that affect the two of us.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I want a partner who is thoughtful.</td>
<td></td>
</tr>
</tbody>
</table>
Fair Fighting
(Prelude to film “Handling Marital Conflict”)

1. Review ground rules; i.e., no sharing of private information

2. Remind students of why adolescents argue with parents (What are some of the reasons for arguing?)

3. Brainstorm about things that married couples argue about

4. Elicit from students that arguments are not necessarily bad; they can accomplish much, but the styles and resolution determine whether they are instructive or destructive

5. Reasons to argue (elicit)
   a. To make position known on an issue
   b. To clear air
   c. To express feelings about an issue
   d. To learn partner’s point of view and feelings about an issue

6. Difference between harmful and helpful arguments: Style
   a. erupting
   b. withholding (list pros and cons)
   c. hinting
   d. straightforward


7. Difference between harmful and helpful arguments: Resolutions
   a. compromise: each party gains and loses something
   b. accommodations: one party gives in totally
   c. avoidance: failure to argue, so one party wins by default
   d. running, unresolved conflict: issue never resolved

   Which seem more positive, instructive? What determines choice between a. and b.? Should one ever give in? When?

8. List of Do’s and Don’ts of arguing:
   **Do’s**  
   Recognize real issue  
   Stick to the issue  
   Make sincere attempt to listen  
   Try to see other points of view  
   Use “I” language (explain)  
   Be clear and direct  
   Make reasonable requests  
   Negotiate for solutions  
   Be willing to compromise  
   Be sensitive to other’s feelings  
   Make up after argument

   **Don’ts**  
   Get sidetracked  
   Bring up past faults/mistakes  
   Hurt the other person  
   Name-call; ad hominem attacks  
   Vie as battle to be won  
   Use “you” language  
   Be insulting  
   Make demands  
   Refuse to negotiate or compromise  
   Use physical violence  
   Refuse to forgive and forget
<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>COGNITIVE</th>
<th>EMOTIONAL</th>
<th>SOCIAL</th>
<th>SEXUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical functioning at high level</td>
<td>Brain does not deteriorate with age.</td>
<td>Men: Become more emotionally expressive</td>
<td>Close intimate relationships with few friends</td>
<td>Sexuality as part of intimacy</td>
</tr>
<tr>
<td>Menopause 45-55</td>
<td>Can learn new things</td>
<td>Women: become more assertive</td>
<td>Children growing up</td>
<td>Reproductive capacity diminishes</td>
</tr>
<tr>
<td>estrogen &lt;</td>
<td>Good Memory</td>
<td>Conflict with teens</td>
<td>“Empty nest”</td>
<td>Erection, arousal, orgasm takes longer</td>
</tr>
<tr>
<td>osteoporosis &gt;</td>
<td>Experiences + knowledge = wisdom</td>
<td>Mid-life transition</td>
<td>Parents becoming elderly-need care</td>
<td>Sexual responsiveness (libido) depends on many factors</td>
</tr>
<tr>
<td>heart disease &gt;</td>
<td></td>
<td>Some have “crisis”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testosterone gradually &lt;</td>
<td></td>
<td>Maturity: ability to face pain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% are healthy</td>
<td></td>
<td>Find new solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes are slow and gradual</td>
<td>Peak of Career</td>
<td>Re-adjusting period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>farsightedness</td>
<td>success</td>
<td>Better at decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>need more light</td>
<td>competence</td>
<td>“Generativity”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needing hair’ grey wrinkles</td>
<td>power</td>
<td>(Productive years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reaction time slows</td>
<td>status</td>
<td>VS “Stagnation”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strength down 10%</td>
<td>earning $$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hearing loss</td>
<td>responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diet/exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“use it or lose it”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve as mentor</td>
<td>Recognize limits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High blood pressure</td>
<td>Gradually give up some youthful dreams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slight weight gain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased ability to handle stress</td>
<td></td>
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</tr>
</tbody>
</table>
## DOMESTIC VIOLENCE

<table>
<thead>
<tr>
<th>Contributing Factors</th>
<th>Reasons Victim Stays</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Insecurity: fear of losing the woman (jealousy)</td>
<td>· Fear</td>
<td>· Police</td>
</tr>
<tr>
<td>· His need for control</td>
<td>· Love</td>
<td>· Women’s shelter</td>
</tr>
<tr>
<td>· Belief: accepts idea of control = violence)</td>
<td>· Low self-esteem</td>
<td>· Family/friends</td>
</tr>
<tr>
<td>· Belief that jealousy indicates love</td>
<td>· Financial need</td>
<td>· Therapy for man (anger therapy)</td>
</tr>
<tr>
<td>· Belief that violence indicates masculinity</td>
<td>· Kids</td>
<td>· Therapy for woman (self esteem)</td>
</tr>
<tr>
<td>· Inability to handle anger</td>
<td>· Nowhere to go</td>
<td>· Jail</td>
</tr>
<tr>
<td>· History of violence in background (parents)</td>
<td>· Self-blame</td>
<td>· Change in society’s beliefs:</td>
</tr>
<tr>
<td>· Substance abuse</td>
<td>· Persuaded/convinced by husband</td>
<td>a) Domestic violence unacceptable</td>
</tr>
<tr>
<td>· Belief that women are property</td>
<td>· Belief that the violence is acceptable, manly and/or a confirmation of love</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Belief that violence/control/jealousy are acceptable, masculine and confirm love</td>
<td></td>
</tr>
</tbody>
</table>

Cycle of Violence: Over time, without intervention, phases of cycle become shorter, violent incidents escalate.
DOMESTIC VIOLENCE

Men who Batter

Four forms of battering:
- physical
- sexual
- psychological
- destruction of property or pets

Causes:
- Has learned strike out under stress
- Has learned safest place to strike out is in the family
- Has learned social/cultural values about family roles that support aggression

Characteristics:
- Victim of abuse/violence as a child
- Minimizes and denies violence
- Externalizes (outside factors in control of event rather than self)
- Lacks impulse control
- Is isolated
- Depends on and is excessively possessive of the victim
- Has excessive need to control and dominate
- Has tendency to express emotions as anger (difficulty expressing other emotions)
- Is depressed/suicidal
- Abuses drugs/alcohol
- Has good qualities as well

Counseling objectives:
- Increase responsibility for battering behavior (get in control of self)
- Develop alternatives to battering (empathy, time-out)
- Increase anger control
- Decrease isolation
- Develop personal support systems
- Decrease dependency on relationship
- Increase understanding of family and social facilitators of wife battery
- Increase identification and expression of feelings
- Impress that battery is unjustified in all cases
- Terminate behavior first, then begin marriage counseling (individual, group)
Understanding Parent/Teen Behavior

YOUR ANSWERS WILL BE PRIVATE; GRADE FOR COMPLETION ONLY

<table>
<thead>
<tr>
<th>Things I Do That Bug My Parents</th>
<th>MOTIVATION (see below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
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<th>Things My Parents Do that Bug Me</th>
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Use the list below to complete the “MOTIVATION” section above. You may use more than one motivator for each item on your list.

Teens behavior is sometimes motivated by...
1. Need for independence
2. Search for identity
3. Need to experiment and test
4. Development of a personal set of values
5. Resistance to responsibility (I won’t grow up!” - Peter Pan)
6. Rebellion
7. Need for attention

Parents behavior is sometimes motivated by...
1. Need for control (I’m in charge here!”)
2. Worry, fear and concern for the child’s well-being
3. Need to teach values
4. Need to teach responsibility
5. Fact that they are of a different generation
6. Resistance to “letting go” (“My little girl/boy....”)
7. Reluctance to trust the child’s judgment

Now draw a conclusion as to what might help minimize the instances and the consequences of parents and teens doing things that “bug:” each other.
VALUES AUCTION

**Procedure:**

A. **Explain**
   1. Students are to place themselves in the role of parent for the purposes of this exercise
   2. Each student has $10,000 to spend
   3. Students are to bid on those items they desire for their child (assume 2 children, both sexes)
   4. Only winning bids are **guaranteed** the items for their children
   5. Each item goes to 1 winner
   6. Bids must go in increments of $100

B. Allow students several minutes to read the list and make notes on scratch paper of which items they wish to bid on and approximate amounts.

C. List #1-25 on board-leave space after each number

D. Open bidding on #1 item (Auctioneer’s gavel is final; no arguments.)

E. Place name of winner and amount item sold for next to each number as the bidding proceeds

F. Remind students to keep track of how much they have spent (it is observable on blackboard if anyone spends more than he has.)

**At the end of the auction discuss the following:**

1. Which items went for more money? Why?
2. Which items were most enthusiastically competed for? Why?
3. Which items stirred little or no interest? Why?
4. How many bought many things? Why?
5. Who saved for and bought one item? Why?
6. Did some people spend money on things others thought unimportant?
7. Did anyone bid on no items? Why?
8. Are our values the same? Similar? Different?
9. Are our values similar or different from our parents’ values? Why?
VALUES AUCTION

1. My child adopting the sexual value system of my religion
2. My child getting the facts of life from me or my spouse
3. My child not getting pregnant as an unmarried teenager (daughter)
4. My child not getting someone pregnant as an unmarried teenager (son)
5. My child being a virgin when he gets married (son)
6. My child being a virgin when she gets married (daughter)
7. My child not contracting a Sexually Transmitted Disease
8. My child having a variety of sexual experiences before marrying
9. My child not having a variety of sexual experiences before marrying
10. My child not getting hurt as a result of a sexual relationship
11. My child adopting the sexual values I had as a teen
12. My child feeling comfortable talking to me about sex
13. My child enjoying his or her sexual experiences to the fullest
14. My child not exploiting (using) and/or other person sexually
15. My child not feeling guilty about his or her sexual behavior
16. My child only having sex within the context of a loving relationship
17. My child not experimenting with sex too early
18. My child being sure about and acting consistently with his or her own sexual value system, even if it is different from mine
19. My child not being pressured by peers into having sex
20. My child being heterosexual
21. My child being happily married as an adult
22. My child learning about contraception
23. My child never being involved in a sexual encounter he or she did not wish to be involved in (i.e. acquaintance rape)
24. My child marrying someone of our race
25. My child marrying someone of our own religion
MATURE ADULT INTERVIEW

Directions: Select a person between the ages of 40 and 60 to interview. The person should not be related to you. Explain to your interview subject that their answers will be used in class discussion. Ask the questions and write down the interviewee’s answers. Do not hand the person this sheet and ask him to fill it out - this is YOUR assignment!! Encourage the person you interview to explain his answers. DO NOT WRITE HIS NAME.

1. General background:
   a. What is your age?
   b. What is your occupation?
   c. Are you married?
   d. Do you have children at home?
   e. What is your educational experience?

2. How do you feel about the age you are now? Why?

3. What is the best part about being your present age?

4. What is the worst part about being your present age?

5. If you could, would you go back to being a younger age? Really go back; without taking your knowledge and experience with you). Why or why not?

6. If you were to live your life again, what would you change?

7. How do you feel about our future? Why?


9. How do you think you will feel about being old when you reach that part of your life? Why?

10. Considering what you know now, what advice would you give a teenager just entering adulthood if he or she asked for advice? Why would you give that particular advice?
Old Age

Brainstorm: Characteristics of Old People

1. Have students call out all the descriptive terms that occur to them when they think of “old people.”

2. Write the words on the whiteboard as students call them out.

3. When the whiteboard is filled, examine the list and categorize them:
   - positive vs. negative terms
   - physical vs. non-physical descriptors
   - stereotypes vs. experimental images

4. Draw conclusions as to our overall view of old people.
   - positive vs. negative
   - physical vs. mental
   - stereotypes vs. experiential

5. Draw conclusion as to our overall image of old people and aging.
“Aging: Myth or Reality?”
(CONSUMER AND LIFE STUDIES)

Directions: Circle “T” if you believe the statement is generally true: “F” if you believe it is generally false.

T  F  1. Most older people eventually become senile.
T  F  2. Less than 5 percent of people 65 years of age and older live in nursing homes.
T  F  3. Most old people are neglected by their families.
T  F  4. Old age can be a healthy and satisfying time of life.
T  F  5. Old people can learn new things.
T  F  6. Retirement reduces most people’s income by 40 percent or more
T  F  7. Old people are interested in the opposite sex.
T  F  8. Most people become lonely and isolated as they grow older.
T  F  9. Most women over 65 are widows and most men over 65 are married.
T  F 10. Most older people eventually become a financial burden on their children.
T  F 11. Old people generally fear death.
T  F 12. Most older people are able to get around on their own.
T  F 13. Social Security provides most older people with a comfortable income.
T  F 14. Health status tends to improve upon retirement. (People who retire begin to
T  F 15. Old age changes the personality of people.
T  F 16. Most old people resent young people.
T  F 17. Old people usually want to live with their children.
T  F 18. Confusion, forgetfulness, and depression are a normal part of growing old.
PERSONAL FEELINGS ABOUT OLD AGE

Directions: After reading through these items, decide which items you wish to answer in writing and which you choose just to keep in your own mind. It is not necessary to hand in these answers for others to read.

1. Name two (2) things that worry you about growing old.
   a. 
   b. 

2. Name two (2) things that you feel would be “neat” about growing old.
   a. 
   b. 

3. Name two (2) things that you dislike about old people.
   a. 
   b. 

4. Name two (2) things that you like about old people
   a. 
   b. 

5. List in order the three most common places you would find old people in your community.
   a. 
   b. 
   c. 

6. To what age would you like to live?

7. “I consider people over the age of _______________ to be old people.”
“MY VIEWS”

You are now asked to participate in a survey designed to find out how you feel about some things regarding old people. Since this kind of survey might be new to you, a few examples will help you complete it.

The example used here has no relationship to the subject of old age - it is merely used as a sample to show you the mechanics of answering the survey.

Suppose you were given the following statement and sets of words:

I THINK THE WORLD WE LIVE IN TODAY IS...

| STABLE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | UNSTABLE |

You would think for a moment about how you felt toward world stability. If you think the world is extremely unstable, you would probably circle the 7, indicating your feeling. If you think the world is very unstable, or simple unstable, you might circle the 5 or 6; somewhat stable, but not very stable, circle the 3 or 4; very stable, circle the 2; extremely stable, circle the 1.

There is no attempt to trick you with the questions. Please answer all questions honestly and to the best of your ability. UNDER NO CIRCUMSTANCES PUT YOUR NAME ON THE SURVEY.

NOTE: YOUR TEACHER MAY WANT TO TABULATE THE RESULTS OF THE SURVEY AND DISCUSS CLASS RESPONSES TO THE ITEMS. IN ANY CASE, WE SUGGEST YOU KEEP YOUR COPY OF YOUR SURVEY AND PUT IT AWAY SOMEWHERE, SO THAT YOU CAN WORK WITH IT AGAIN AT THE END OF THIS UNIT.

Adulthood Unit 32


**“MY VIEWS”**

Directions: This scale of attitudes about old people is for your use only. It is not necessary to give your opinions in class or to hand them in to the teacher. (Please circle the number on the word scale that best expresses your feelings.)

|
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**“WHEN I THINK OF OLD PEOPLE, I THINK OF PEOPLE WHO ARE...”**

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Adulthood Unit 33
Old Age Unit - Interview

INTERVIEW

Directions: Arrange to visit people who live in a home for old people. This could be a nursing home or just a building in which old but independent people live following retirement. Try to spend time talking to at least two different old people. The purpose is to interact, to try to “walk in the shoes” of a person who has lived much longer and has had much more experience than you have yet had. Your conversation should not be strictly an interview, but there are some areas you may wish to discuss with the person (persons) you talk to.

1. Background: Where born, raised, traveled?

2. Family: Interesting experiences or special events they remember

3. Occupations: Jobs they have had; what they liked best/least about them.

4. Changes: What is different since they were teenagers; what they

What changes have gone on that they think are for the best?

What changes do they think are not so good?

5. Advice: What advice would they give young people?

NOTE: You might want to get 2 or 3 classmates together to do this activity. Although you will probably be asked questions about yourself, which you certainly should feel free to answer, your main role is to be a listener. Learn what you can by really paying attention to what you hear, but you must be polite to those who express their opinions.
KUBLER-ROSS: STAGES IN ACCEPTANCE OF DEATH

STAGE I: DENIAL

“Not for me!” It’s a mistake!”
Searches for hope, new doctor, new diagnosis

STAGE II: ANGER

“Why me?”
Range at the injustice of death; fear of being forgotten

STAGE III: BARGAINING

“If I’m good, can I gain more time?”
Makes deals and promises; becomes cooperative

STAGE IV: DEPRESSION

Preparatory depression at loss of life and loved ones

STAGE V: ACCEPTANCE

“I am ready now.”
Accepts the inevitable; a time of peace

Personal Reflections on Death

1. What feelings do you have about discussing death?
2. What did you think about death when you were young?
3. What was your first experience with death?
4. What did you believe happened after death at that point?
5. What did the adults in your life teach you about death?
6. What do you believe happens after death now?
7. Who or what influenced those beliefs?
8. How does your family express grief and deal with death? Do you agree?
9. What is your position on euthanasia? (mercy killing)
10. What is your position on “pulling the plug”?
11. Would you be an organ donor?
12. What kind of funeral would you prefer? (solemn, celebration, party, private, religious, etc.)
13. Is there anyone or anything you would be willing to die for?
14. What is the best way to die?
15. What would be said about you in your eulogy?
16. Would you like to be immortal? Why/Why not?
17. If you had a terminal illness would you want to know? Why/Why not?
18. Would you have a living will?
19. Who would you leave your belongings to in your last will and testament?
20. What about you would you want mentioned in your obituary?