

DOCUMENT RESUME

ED 103 589

CE 003 154

TITLE Career Development: The Family Model--Community Project.
INSTITUTION Minnesota Environmental Sciences Foundation, Inc., Minneapolis.; Robbinsdale Independent School District 281, Minn.
SPONS AGENCY Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE Aug 72
NOTE 63p.; For other components of this career program see CE 003 152-156

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
DESCRIPTORS *Career Education; Course Content; Curriculum Enrichment; *Family Life Education; Family Management; Family Relationship; Grade 7; *Instructional Materials; Integrated Curriculum; *Junior High Schools; Learning Activities; Teacher Developed Materials; Units of Study (Subject Fields); *Vocational Development
IDENTIFIERS *Career Exploration

ABSTRACT

The first of a three-part series developed to show how the junior high school curriculum can be enhanced by adding real-life career oriented processes, the document provides career orientation and exploration experiences for the seventh grade student. The teacher-developed materials focus on careers as they affect the family model in day-to-day living. The two major concerns within the family life concept are living within one's means and effective family communications. A model family, typical family budget, and community are described. Behavioral objectives, specific concepts, classroom activities, and materials needed are suggested for the following subject areas: English, social studies, mathematics, science, home economics, industrial arts, foreign language, music, physical education, and art. A brief discussion of further activities for the eighth and ninth grades, leisure time suggestions, and a bibliography conclude the document. (MW)

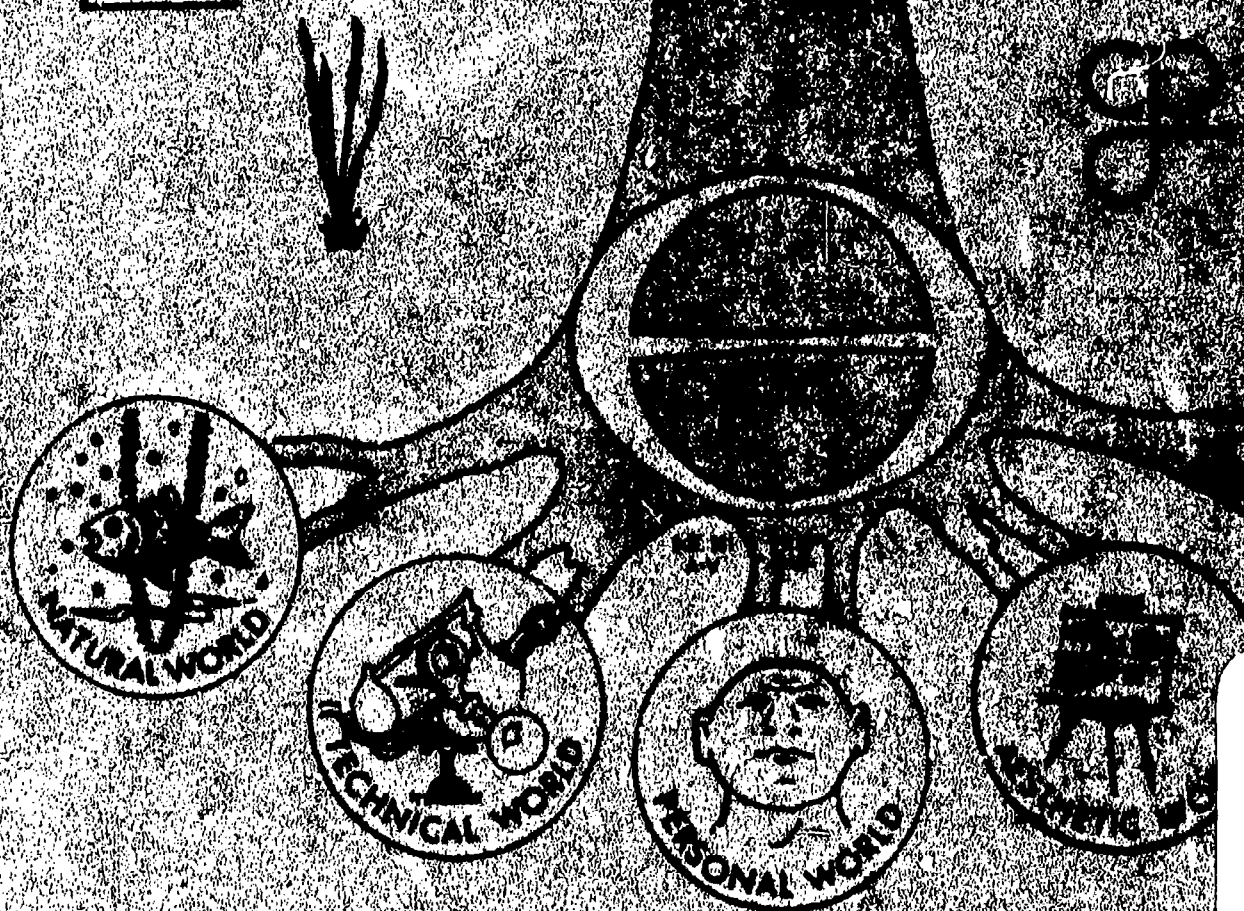
ED103589

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CAREER DEVELOPMENT



"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Elizabeth M. Neugard
Hosterman Jr. H.S.

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

HOSTERMAN JUNIOR HIGH SCHOOL

603/54



State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

DEAR EDUCATOR:

THIS DOCUMENT IS PART OF A PROJECT FUNDED BY THE MINNESOTA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL-TECHNICAL EDUCATION. IT WAS DEVELOPED TO SHOW HOW JUNIOR HIGH CURRICULUM CAN BE ENHANCED BY ADDING REAL-LIFE CAREER ORIENTED PROCESSES.

IT SHOULD PROVIDE STUDENTS WITH CAREER ORIENTATION AND EXPLORATION EXPERIENCES AS WELL AS BEING AN EFFICIENT, RELEVANT TEACHING VEHICLE FOR HELPING STUDENTS ENJOY LEARNING JUNIOR HIGH SUBJECT MATTER.



Robert M. Madson, Director
Program Operations
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

RMM/LBK/tmg

CAREER DEVELOPMENT

The Family Model - Community Project

**Robbinsdale Area Schools
Independent School District 281
August, 1972**

**Developed by the Hosterman Junior
High School Interdisciplinary Career
Development Committee:**

**Joel Boyle
Roger Iverson
Lucille Knudtson
Elizabeth M. Neuwirth
Russell E. Olson
Mary L. Shasky**

**Mary L. Frame
Resource Aide**

**Funded as a Joint Project of the Minnesota
Environmental Sciences Foundation, Inc.,
and Independent School District 281**

**For their cooperation and support of Hosterman's
Career Development program, the Career Development
Committee wishes to express their sincere appre-
ciation to:**

**Lyle D. Mottinger, Principal
Lawrence D. Villars, Asst. Principal
C. Alan Bodin, Asst. Principal**

**When this material is reproduced, please give
credit to Independent School District 281,
Robbinsdale Area Schools.**

SCHOOL BOARD

INDEPENDENT SCHOOL DISTRICT 281

Pastor Ronald C. Peterson ----- Chairman
Dr. E. Gary Joselyn ----- Clerk
J. L. (Jack) Frost ----- Treasurer
Mrs. Idell B. Silberman ----- Director
Clifford C. Smith ----- Director
Dr. Neil Wallace ----- Director

Dr. Leroy E. Hood Superintendent of Schools

Willis A. Boynton Assistant Superintendent

PHILOSOPHY OF EDUCATION

It is the fundamental belief of the faculty of Independent School District 281 that education in a democratic society should provide an environment in the public schools which will enable the pupils to acquire information, skills, and knowledge; worthy ideals and attitudes; and appreciations and understandings conducive to successful and fruitful living in a changing world. Inherent in this concept of education is the provision for self-realization according to individual needs, interests, and abilities.

The school as an institution of our social order is organized to promote and perpetuate the fundamental aims, purposes, principles, and objectives of our democratic society. It is the function of the public school in a democratic society to take the children of all the people at the level at which they are and develop their abilities to the greatest extent through all school activities.

No part of this book may be reproduced without the written permission of the Superintendent of Independent School District 281.

TABLE OF CONTENTS

Prologue

Explanation.....	1
Introduction.....	2
General Objectives.....	4
Behavioral Objectives.....	5
Family Model.....	6
Family Model Budget.....	10
The Community.....	11

Disciplines

English.....	12
Social Studies.....	15
Math.....	25
Science.....	31
Home Economics.....	34
Industrial Arts.....	41
Foreign Language.....	44
Music.....	46
Physical Education.....	48
Art.....	50
Further Suggested Activities for Eighth and Ninth Grades.....	54
Leisure Time Suggestions.....	55
Bibliography.....	56

"The authors will show through the classroom activities that career exploration, instead of being a difficult and clumsy addition to the teaching process, actually becomes an efficient, affective vehicle for all types of learning."⁴

EXPLANATION

BEST COPY AVAILABLE

It is the intention of this project to facilitate career development instruction by providing a model which students can relate to real life situations and by providing examples for the individual instructors on how this model may be used within their course structures.

The career development program is intended to be a three-year program from the seventh grade through the ninth grade.

The seventh grade section of the program is concerned with developing a model to which students can relate. We feel that the family situation offers the greatest degree of universal acceptance by the student. Careers will be explored as they affect the family model in day-to-day living. The two major concerns of this family will be living within their means and being able to effectively communicate among themselves.

In the eighth grade, once the student is familiar with the family model with its limited career contacts, we find a natural way of increasing the occupational areas to which the family is exposed. To do this, we have the family plan and they will construct a home because this introduces a great number of occupations the members of the family might not otherwise have a chance to contact in normal everyday living.

At the ninth grade level, the student becomes not only a member of a family, but a member of a greater community. In this way the student is exposed to a greater number of occupations than the family has previously had contact with and at the same time gains a useful perspective of the community as a single social entity with interlocking interests and common problems. In other words, what potential does the community offer this individual with regard to career exploration and development of his chosen or selected career?

INTRODUCTION

The purpose of education today is to prepare the young to accept constructive pathways to adulthood, to help them explore these pathways successfully, and to assist them in finding personal relevance in the options life makes available. The day in which academic preparation was the end product of the school system has long ago passed. Many American schools today are still operating on that basis, and the learning for the world of work only occurs on a piece-meal basis.

To cope with these conditions, educators must assume a major responsibility for providing career orientation and career exploration programs.

One of the goals toward which the educational system must direct itself is to provide for every student the acquired skills which will allow him to make a livelihood for himself and for his future family, no matter at what level he leaves the educational system.

To make public education meaningful according to today's needs and the needs of the future, the entire school program must be restructured. It is becoming increasingly evident that public education must be founded on a career development curriculum at all grade levels and from which other supporting activities should function.

Career education not only provides job information and skill development but also helps students to develop attitudes about the personal, social, psychological, and economic significance of work. Guidance and counseling activities of the pupil potentials labs will assist the student in developing self-awareness in matching his interests and abilities with potential careers.

Classroom activities will provide the student with on-going career exploration experiences to help him be better able to select career clusters suited to himself and to help him to be aware of the need for retraining in the course of a lifetime.

The contents of this guide contain ideas for ways that teachers may provide career experiences for their students. The authors have attempted to show through the classroom activities that career exploration, "Instead of being a difficult and clumsy addition to the teaching process, actually becomes an efficient, effective vehicle for all types of learning."¹

The meeting of career development needs is the responsibility of all educational personnel and will require that career exploration activities in the school be approached in a total school program that places its priorities on learning that has meaning for each student and is compatible with his interpretation of his needs.

A former student from somewhere wrote the following:

"They are playing a game. They are playing at not playing a game. If I show them I see they are, I shall break the rules and they will punish me. I must play their game, of not saying I see the game."²

INTRODUCTION

BEST COPY AVAILABLE

Seemingly, the student of today is not so intimidated by that F. They are less prone to play the game. Do you sometimes have the feeling you have lost your class? Have you almost decided that no matter what you do, you cannot reach them?

From another former student from somewhere:

"I remember all those thousand of hours that I spent in grade school watching the clock, waiting for recess or lunch or to go home. Waiting--for anything but school. My teachers could easily have ridden with Jesse James for all the time they stole from me." 3

Consider this statement: The curriculum you now cherish actually may not be worth teaching.

Does this statement offend you?

Hmmmmmmmm.

What is so sacred about what you teach? Have you been teaching your academic love or have you tried assessing the needs of your students?

Try this brief quiz. Circle the appropriate response.

- Yes No 1. Do you find that your students do more seeing and listening than participating?
- Yes No 2. Is your curriculum geared to your students?
- Yes No 3. Can your students relate your curriculum to specific vocational opportunities?
- Yes No 4. The world of work is rapidly changing, have you had recent work experience outside of education?
- Yes No 5. Does your curriculum provide your students with skills necessary for employment?
- 6. If you answered question 5 no, what are you going to do about it? Explain.
- 7. If you answered question 5 yes, do your students know they are learning skills that relate to various vocational areas? Explain.

Now how do you feel? Are you annoyed and/or curious? That's good! You are not apathetic. Read the following activities and give them a chance. Who knows, at the end of the year you might say, "I can't believe I facilitated the whole thing."

GENERAL OBJECTIVES

- Seventh Grade:** To develop each pupil's self-awareness.
To develop and expand each pupil's occupational awareness.
To improve pupil performance by focusing basic subjects around a career development theme.
- Eighth Grade:** To provide experiences for students to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
To provide students with opportunities for further exploration of occupational clusters, leading to a tentative selection of a specific cluster for further exploration at the ninth grade level.
- Ninth Grade:** To improve the performance of students in subject areas by making the subject matter more relevant through focusing it around a career development theme.
To provide guidance and counseling for the purpose of helping the students in selecting occupational clusters for future employment.

BEHAVIORAL OBJECTIVES

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

FAMILY MODEL

Preface

The family model is intended to be a flexible composite and is not intended to represent an ideal. There is infinite variety to the make-up and structure of successful and happy families. When introducing the family model, a discussion will follow which will hopefully bring out the many possibilities of successful family groups. It is hoped that individual instructors will change the model to fit their individual needs and those of their students.

Resource Information

The family is made up as follows:

- Father, 40 years old
- Mother, 39 years old
- 1 Boy, 16 years old
- 1 Girl, 13 years old
- Family pet, either cat or dog or both

Living Situation

The family has recently moved into this area. They are presently renting but plan to build or buy at a future date. They are residing in a three bedroom house or apartment. This community was chosen because of the close proximity to the father's place of employment. The mother's job is within the locale. When they build their new home, the site will be within the community.

Economic Data

The father works for a large company. He is a skilled or semi-skilled laborer. The mother works part-time in a local retail establishment. The father's income is \$225 a week, \$11,700 a year. The mother adds \$2,000 a year for an aggregate income of \$13,700 before taxes.

Taxes, after all standard deductions plus those for medical insurance, etc., account for 20 percent of their total income. As the family is renting, this does not represent property or municipal taxes except indirectly.

Rent may be figured at \$300 a month for the apartment, not including phone and electricity, which will add \$30 to this total. Rent for the house will be set at \$250 a month, not including utilities. Utilities break down as electricity, \$20; gas, \$30; phone, \$10; water, \$3. Upkeep in general is provided in the rent in both situations and includes major repair when needed.

The family has certain spending patterns that are predictable: groceries average \$40 a week. Transportation costs are \$180

FAMILY MODEL

a month, broken down as follows: there are two cars, one two years old with a \$100 payment due, and a six-year-old car which is paid for and is shared by mother and son. Insurance for the two cars including all family members is \$40 a month. Gas is \$40 a month for the use in both cars, and the son pays for his own gas on a use basis.

Assets

The family has a free checking account of about \$300. They have a savings account of \$1,800 and stock ownership in the father's company. They own 20.5 shares; each share has an average market value of \$30. An insurance policy has a cash-in value of approximately \$1,200. The two autos have a combined loan value of \$2,100. Add to this miscellaneous appliances and furniture.

Liabilities

The loan on the family car will be paid up in one year as they still owe \$1,200. They have three major revolving credit accounts, one at Sears for \$200, one at Dayton's for \$150, and one at Penney's for \$100. No other outstanding debts have been accrued. The 13-year-old girl, however, has been receiving orthodontal care not covered by medical insurance and this care has been estimated at an additional \$1,000 over the next year if the program is continued.

Unusual and unexpected costs may be accrued by the family during the year, such as: loss by theft or any loss not covered by insurance, needed repairs on the family autos, especially the older auto, additional insurance expenses should the 16-year-old boy buy his own car and not be a 10 percent driver, replacement or major repair on appliances, and death expenses for a close relative outside the immediate family. Also, the family income may be affected by loss of or cut-back in the hours of the mother's job, strikes or layoffs in the father's job, or a combination of these things.

Sociological Data

The family as a group and as individual members have well defined leisure time interests and activities. The father enjoys watching organized sports and occasionally sees a major sporting event. He also enjoys handyman jobs around the house or apartment. He is seriously thinking about his retirement needs in the not too distant future.

The mother is re-examining her role in the family. As the children have now reached the age where they take care of themselves for short periods of time, she finds she has more time to devote in developing her personal interests. She is a member of a bowling

FAMILY MODEL

team, she enjoys reading and is planning the decor of the house to be built. She has enrolled in a night course to learn ceramic techniques. She and her husband are members of a Wednesday night bridge club, although hers is the greater interest.

The 16-year-old boy's interest is in owning his own car and secondly in getting a job. In school he is active in the sports program. He is dating and has a part-time job.

The 13-year-old girl has a great interest in learning personal grooming and in current music and fashion trends. Like her brother, she has no defined career goals but is thinking strongly of doing something in the social-humanitarian area.

The family frequently attends religious services. Their entertainment consists of games, a movie all agree on, and frequent motor trips on weekends. Every year a vacation is planned for a week or two, usually a lake cabin retreat, but sometimes a trip to other parts of the country to visit relatives.

Problem Areas

The greatest single problem as identified by individual members of the family is an inter-personal lack of understanding (empathy). Because of this, communication barriers exist from time to time. The father sees a wasted life for his son unless he chooses a career (preferably one requiring a college education, which he did not have) and puts all his efforts in that direction. He also wishes his son knew the value of a dollar, respected authority, and at the same time was more individualistic: "Just because all your friends wear their hair down to their navels isn't any reason you have to."

The son, in turn, feels the father tends to be arbitrary in his decisions, especially about whose job should be what around the house/apartment. He secretly admires certain qualities his father and mother have, but wouldn't think of verbalizing them. He feels his mother still treats him as a little boy even though he sees himself as an adult (After all, I have my driver's license now!). He has all the standard concerns of people his age about social prejudice, pollution and war, along with some simplistic answers. He is not as concerned as his sister is, however, and feels her more vocal protests are a sign of her immaturity ("When she's my age, she'll see things differently.").

The daughter's main concern is that she is not taken seriously. She feels that she is not being allowed to grow up fast enough. She participates in "walks" for various causes, and helps out on environmental collection drives. In school she is known as a "live wire," is in the Pep Club and Poster Club, and is a member

FAMILY MODEL

of the Student Senate. She feels her mother and father lack an understanding of world problems. She feels her brother is too concerned with himself and not enough with other people.

The mother's chief concern is that her children are taken care of and are happy. This, she feels, is sometimes a difficult task. She sees her role as holding the family together and acting as a sympathetic listener to all the individual problems. She also feels she has a growing responsibility to develop her own interests and wishes her husband would take more interest in leisure-time activities, especially those of a cultural nature ("Oh, dear, please, not another ball game!").

FAMILY MODEL BUDGET

Combined Yearly Gross Income	\$13,700.00
Combined Monthly Gross Income	\$ 1,142.00
(Withholding Tax 20%)	<u>228.40</u>
Net Income	\$ 913.60

Expenses

Groceries/Household Supplies	\$ 160.00	
Transportation	180.00 ¹	
Rent	250.00	(apartment) 300.00
Utilities	65.00	30.00
Credit Accounts, Installment Buying	40.00	
Employment Expenses	10.00 ²	
Payroll Savings	40.00	
Clothing	50.00	
Dental-medical Expenses	50.00	
Church	8.00	
School Expense (hot lunch, locker fee, etc.)	14.00	
Vacation (local lake cabin)	25.00	
Recreation	<u>20.00³</u>	
Total Expenses Per Month	<u>\$ 912.00</u>	<u>\$ 927.00</u>

- ¹ Includes gas, insurance, car payment
- ² Union dues and life insurance through the union
- ³ Son and daughter provide the bulk of their own recreational expense through baby-sitting for the daughter (\$5 a week), and the son's part-time job (\$20 a week).

THE COMMUNITY

YOUR TOWN, U.S.A., POPULATION 30,000

Location

It is a suburb bordering an urban area. There are no defined business districts, but it contains or is near several shopping complexes. It includes an industrial park and scattered small manufacturing and business concerns. Of the private land available, 30 percent is zoned for commercial light and heavy industrial use, 20 percent residential zoning for multiple dwellings, and 50 percent for single unit dwellings. 20 percent of the total land area is publicly owned.

Schools

This community is one of three in a consolidated school district. The community has public, parochial, and private schools. One of the public high schools is a vocational technical school.

Medical

Local clinics within the community provide most medical needs and hospital services are nearby. There are three nursing homes in the area.

Transportation Facilities

Major trunk highways, interstate, county, and municipal highways are all in good repair. There is a metropolitan bus service, while railroad services exists for freight only.

Parks, Libraries, and Recreation

The community has neighborhood parks with full winter and summer recreational facilities and programs. A branch of the county library is located in the community. There are two bowling alleys, one motion picture theater, and various quick order and family restaurants.

City Government, Police, and Fire Departments

The community mayor or village-manager and council type government is elected every two years. The fire department is volunteer except for the chief and two assistants, and the police force has 30 officers.

Sociological Data

The family model represents the average age, income, and life-style for this community.

Racial Balance

The population of this community is 95 percent Caucasian, three percent Afro-American, and two percent Indian, Oriental, or Mexican-American.

SEVENTH GRADE ENGLISH

Because much is being said about the "generation gap" in the family caused by a lack of effective communication, we feel it is necessary that English try to facilitate communication among individuals. In addition, a realistic self-appraisal by the student will aid him in seeing his position in the family and enable him to communicate better with the other members of the family.

In order that all the students will begin the seventh grade project with a common body of knowledge, the English classes will present the story, "Family Model," its background, and the resource information.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Communication
- Mechanics of communication
- Need for communication in daily life
- Identification
- Role playing
- Small group discussion
- Humanization
- Interdependence

Activity I

Introduction of the Family: Provide copies of the information about the family model and the community description for each student. After reading the background information thoroughly, have the students attempt to answer the following questions in small group discussion.

SEVENTH GRADE ENGLISH

Is the family model realistic?
What kind of person is each member of the family?
What are the responsibilities for each member? How are the responsibilities decided upon?
How is discipline handled?
How are decisions made which affect all members of the family? Is one person "the boss" or do all have their say?
How are disagreements resolved?
What kinds of recreational activities does the family like to do together?
How does each member view his role in the family?

Have one person act as the reporter for the group to record the answers to the above questions which will then be added to the family model information and will vary from class to class.

No specific names were given to the community or the members of the family, so have students for the whole seventh grade submit suggested names. Print ballots and have the students vote. The results of the balloting will then become the permanent names which will carry over for all activities in the eighth and ninth grades. Students should be in charge of setting up the ballot, tabulating the results, and publishing the permanent names.

Activity II

Want Ad Survey: Have each student clip out at least 10 different want ads representing the various careers which are involved in real estate acquisition, home construction, service, and maintenance occupations.

On a section of the bulletin board have the students clearly label sections for each major occupational area.

Each student will then place each of his want ads in the appropriate category. In this way the students will see the vast array of careers which are involved in the construction and maintenance of a home.

Want Ad Comparison: Have the students divide into groups of four or five. Each group should choose a newspaper from a large city, a different section of the country, or a rural community. The group will then read over the want ads, looking for differences in the following areas from the jobs as categorized on the bulletin board:

Kinds of occupations	Seasonal employment
Rate of pay	How demand for jobs varies from area to area

SEVENTH GRADE ENGLISH

Follow-up to the Want Ad Survey and Comparison: In a small group discussion, attempt to answer the following questions:

How important is location in my choice of an occupation?
Is the rate of pay the deciding factor in which job I choose?
Do I want an occupation which is seasonal in nature (greatly affected by climate and weather conditions) or do I want an indoor job?
Should I choose a job that is in high demand and pays well, or should I choose a job that may pay less but satisfies me more?
What do I need to get out of my work and life in order to call myself successful?

Materials Needed

Activity I: Printed copies of the family model and community background information. Balloting materials (poster board and ballot paper).

Activity II: A class set of newspapers from the immediate area. Single copies of newspapers from other areas of the country, from larger cities, and from rural communities.

SEVENTH GRADE SOCIAL STUDIES

The intention of the social studies curriculum is to promote a positive self awareness, group cooperation, and an awareness of the students' developing talents, values, and interests as they relate to the world of work. The student will have the opportunity to evaluate himself and to discover his likes and dislikes.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Role
- Identification
- Association
- Interdependence
- Self
- Socialization

Activity I

Using the enclosed example of the "Things I Like To Do" chart, have the student list 10 things they like to do in column 1. After they have listed the 10 items, have them rank each numerically as to most desirable or less desirable in column 2. In column 3, indicate after each "like" whether they do these things: a = alone, p = with other people, s = with a special person. In column 4, indicate with a \$ sign whether it is free or costs money. In column 5 indicate whether or not your mother or father has an interest in the same areas.

After having done this, have each student look his chart over

SEVENTH GRADE SOCIAL STUDIES

very carefully and have him complete the following statements: After having done this, I have discovered that my family is very important to me because----; or I have discovered that my family is not important to me because----- . Using the completed chart as the basis for comparison, is your family close to the model? Why?

As a culmination of this activity, ask the students what conclusions they have drawn from their individual charts.

Activity II

This activity is designed to promote group cooperation. There are a variety of activities that attempt to accomplish this. There are two that we feel are of value for use in the seventh grade. They are both usable for small groups (perhaps about six students).

One is the Square Puzzle which emphasizes the need for group cooperation. There should be three full squares for each group. The squares are cut up in five pieces, mixed up, and dealt to members of the group. The object of this activity is to fit all the pieces together to form the large square. These pieces can be fitted together only by mutual cooperation.

There are some rules that have to be followed in this activity. There is to be no talking or grabbing of pieces from one another. Changing of pieces can only be accomplished by mutual consent. If a member wants a puzzle piece from another member, he can point to it, and if the person wishes to give it to him, he may.

Another activity to promote group cooperation is the NASA Group Cooperation Exercise (see enclosures). This exercise also should be worked in small groups of perhaps six students. In this exercise, each group has to come to a majority decision on the ranking of the articles on the sheet to be taken as their lives are dependent upon them.

Each group will select a person as a pilot who will lead the group in trying to make decisions and later to report the group's findings and share the knowledge with the entire class.

One other person from each group will be appointed or chosen as an observer. This person will not be a participant in the problem solving exercise, but will evaluate the participation of the members of the group. (Please note the instructions for the observers.)

SEVENTH GRADE SOCIAL STUDIES

Activity III

Study the enclosed self-evaluation and personality checklist forms. These forms are designed to give the student introspect as to who and what he is. (See example sheets.)

Two copies of these forms will be passed out to each student. Each student will have an opportunity to rate himself. In turn, one of his peers will have the opportunity to anonymously and realistically rate that person. After this has been accomplished, the forms shall be returned to the original person so that he may distinguish how he sees himself relative to how another sees him. (There could also be small group discussions on these responses.)

Materials Needed

Copies of all games and charts are included.

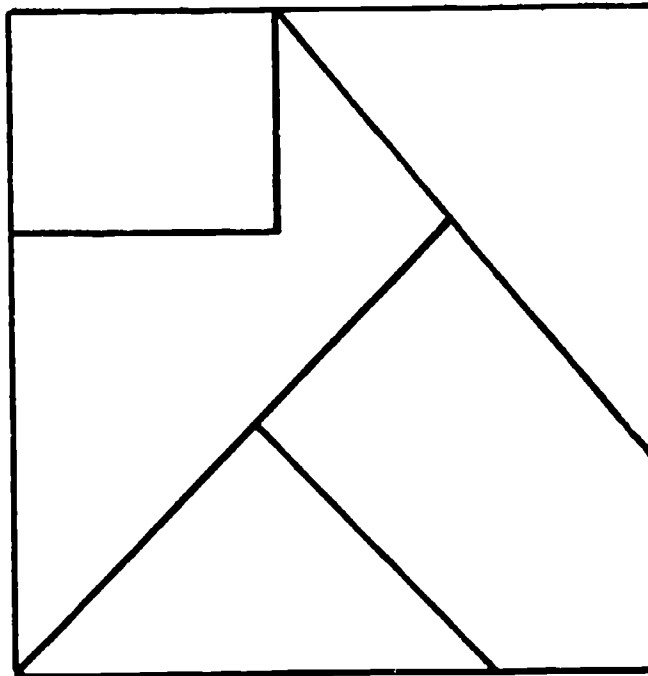
THINGS I LIKE TO DO CHART

1	2	3	4	5
LIKES	RANK	A = ALONE P = OTHER PEOPLE S = SPECIAL	COST \$	MOTHER OR FATHER DOES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

SEVENTH GRADE SOCIAL STUDIES

SQUARE PUZZLE EXERCISE

This exercise creates a setting for values of cooperation and involvement in team work.



NOTE: This could be further divided to increase difficulty in solving.

INSTRUCTIONS FOR OBSERVER

You will be observing a situation in which you will evaluate the participation of the group members in the following areas:

TASK ROLES				
Contributer				
Information Seeker				
Information Giver				
Opinion Seeker				
Opinion Giver				
Coordinator or Leader				
Critic				

Each time a response is made, place the name of the person in the appropriate square.

SEVENTH GRADE SOCIAL STUDIES

NASA GROUP COOPERATION EXERCISE

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

- _____ Box of matches
- _____ Food concentrate
- _____ 50 feet of nylon rope
- _____ Parachute silk
- _____ Portable heating unit
- _____ Two .45 calibre pistols
- _____ One case dehydrated Pet Milk
- _____ Two 100 lb. tanks of oxygen
- _____ Stellar map (of the moon's constellation)
- _____ Life raft
- _____ Magnetic compass
- _____ 5 gallons of water
- _____ Signal flares
- _____ First-aid kit containing injection needles
- _____ Solar-powered FM receiver-transmitter

SEVENTH GRADE SOCIAL STUDIES

NASA GROUP COOPERATION EXERCISE

Instructor's Key

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the other ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Little or no use on moon	<u>15</u>	Box of matches
Supply daily food required	<u>4</u>	Food concentrate
Useful in tying injured together, help in climbing	<u>6</u>	50 feet of nylon rope
Shelter against sun's rays	<u>8</u>	Parachute silk
Useful only if on dark side	<u>13</u>	Portable heating unit
Self-propulsion devices could be made from them	<u>11</u>	Two .45 calibre pistols
Food, mixed with water for drinking	<u>12</u>	One case dehydrated Pet Milk
Fills respiration requirement	<u>1</u>	Two 100 lb. tanks of oxygen
One of principle means of finding directions	<u>3</u>	Stellar map (of the moon's constellation)
CO ₂ bottles for self-propulsion across chasms, etc.	<u>9</u>	Life raft
Probably no magnetized poles; thus, useless	<u>14</u>	Magnetic compass
Replenishes loss by sweating, etc.	<u>2</u>	5 gallons of water
Distress call when line of sight possible	<u>10</u>	Signal flares
Medication can be given by injection needles through suit because suit will reseal	<u>7</u>	First-aid kit containing injection needles
Distress signal transmitter possible communication with mother ship	<u>5</u>	Solar-powered FM receiver-transmitter

SEVENTH GRADE SOCIAL STUDIES

PERSONALITY CHECKLIST

How do you rate yourself? How does someone else rate you?

I AM:	ALWAYS	USUALLY	SOMETIMES	SELDOM
1. Friendly				
2. Cheerful				
3. Pleasant				
4. Reliable				
5. Thorough				
6. Neat				
7. Appropriately dressed				
8. Confident				
9. Helpful				
10. Sympathetic				
11. Ambitious				
12. Self-reliant				
13. Trustworthy				
14. Honest				
15. Courteous				
16. Loyal				
17. Cooperative				
18. Self-controlled				
19. Punctual				
20. Tactful				
21. Alert				
22. Persistent				
23. Sincere				

SEVENTH GRADE SOCIAL STUDIES

	ALWAYS	USUALLY	SOMETIMES	SELDOM
24. Modest				
25. Patient				
26. Understanding				
27. Sensitive				
28. _____				
29. _____				
30. _____				

SEVENTH GRADE SOCIAL STUDIES

SELF EVALUATION FORM

How do you rate yourself? How does someone else rate you?

	VERY MUCH LIKE ME	A LITTLE LIKE ME	NOT LIKE ME
1. Gets along well with boys.			
2. Gets along well with girls.			
3. Is funny or comical.			
4. Controls temper.			
5. Is willing to help others.			
6. Is confident, sure of self.			
7. Is neat and clean in appearance.			
8. Is able to take orders from teachers.			
9. Is able to concentrate			
10. Is courteous, has good manners.			
11. Gets a lot of fun out of life.			
12. Is a leader.			
13. Does not waste time.			
14. Is willing for others to have their way sometimes.			
15. Does not expect everything he does to be perfect.			
16. Has new, original ideas.			
17. Is able to talk to teachers easily.			
18. Makes other people feel at ease.			
19. Has lots of pep and energy.			

SEVENTH GRADE MATH

Since many students often feel that math has little to do with their everyday lives, they frequently have a negative attitude toward it. By using the family model and the home building project, we hope to show the practical value of math in planning and organizing their daily lives.

Another problem involves the attitudes of the parents who might not have done well in math and may feel that they can be of no help to their children with their math studies. With the family budget and all the planning that goes into the home, the parents can show the students how they use math to solve problems which are close at hand. In addition, the students will develop the ability to estimate quantities of money, materials, and measurements. The need for accuracy will also be stressed.

Of overriding concern will be the student's desire to have a feeling of success in computation and problem solving so that he has a positive image of himself and math.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Association
- Computation
- Problem solving
- Measurement
- Graphing
- Budgeting
- Money and credit
- Scale drawing

SEVENTH GRADE MATH

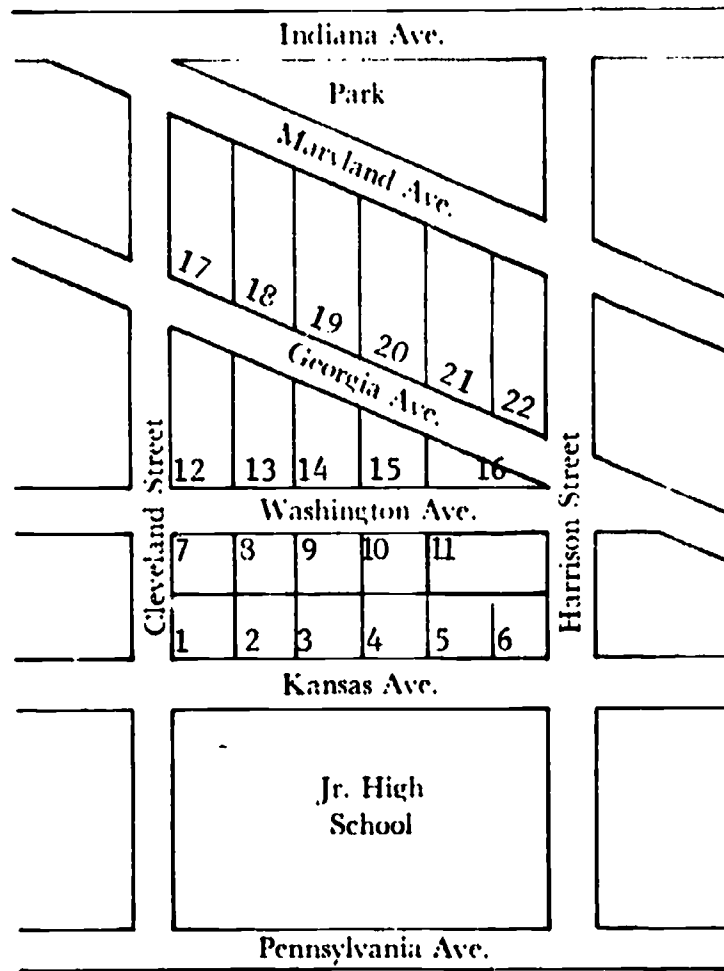
Activity I

Map Reading and Measurement: In this activity the students will be asked to read the following map in order to identify geometric shapes and to compute perimeters, areas, and volumes of the model family's neighborhood where they are presently renting.

The diagram shows a section of Your Town where the model family and many of their friends live. Read the map and answer the following questions:

1. The family rents a house on Washington Avenue, lot 11. What shape is it? _____
2. What shape is lot 18? _____
3. Find the area of lot 18: 200 feet long, 75 feet deep. _____
4. Their friends live on Georgia Avenue, lot 14. What shape is lot 14? _____
5. Find the area of lot 14. The parallel sides are 160 feet and 150 feet. The perpendicular distance between the two parallel sides is 75 feet. _____
6. The length of the schoolground is 450 feet and the width is 200 feet. Find the area. _____
7. The Superette is on Kansas Avenue, lot 4. What shape is lot 4? _____
8. Find the area of lot 4, a 75-foot square. _____
9. Find the perimeter of lot 4, a 75-foot square. _____
10. The park is shaped like a _____.
11. The park has 200 feet on Harrison Street and 450 feet on Indiana Avenue. Find the area of the park. _____
12. In the park there is a circular swimming pool with a radius of 42 feet. Find the circumference and the area of the pool. (Use $\pi = 3\frac{1}{7}$) _____
13. How many cubic feet of water would be required to fill the pool to an average depth of 4 feet? _____
14. What is the perimeter of the school ground, which measures 450 feet by 200 feet? _____
15. Find the perimeter of lot 16. The length of the sides of the lot are 150 feet, 170 feet, and 80 feet. _____

SEVENTH GRADE MATH

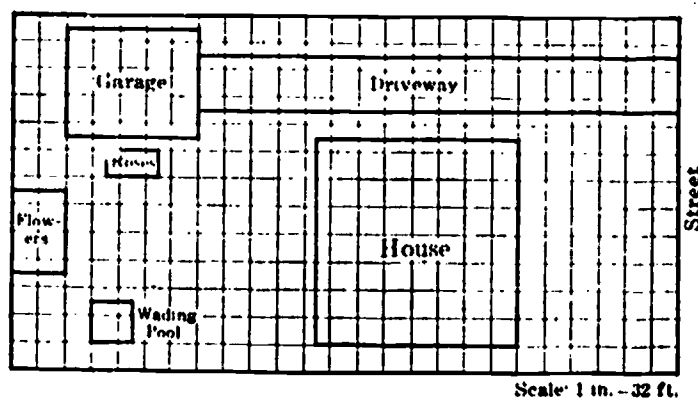


SEVENTH GRADE MATH

Activity II

Scale Drawing and Measurement: In this activity the students will be asked to read and interpret the following drawing of the family's lot in order to compute distances.

1. How far is the house from the front line? _____
2. What are the dimensions of the garage? _____
3. What are the dimensions for the house? _____
4. How wide is the wading pool? _____
5. How long is the flower bed? _____
6. How long is the drive from the street to the garage? _____



Activity III

This activity involves having each student make a scale drawing of his own bedroom, including all furniture, windows, doors, closets, and shelving. A scale of $\frac{1}{2}$ inch = 1 foot or larger should be used in order to clearly display all the above-mentioned features of the room. The student may then attempt to rearrange the furniture on the drawing for other possibilities of space utilization and variety.

SEVENTH GRADE MATH

Activity IV

The Family Budget: In this activity the students will be asked to create a bar graph of the family model's monthly expenses. Through this activity they will see the relative amounts of money needed to sustain a family of four for one month.

Why is it necessary for anyone to bother with a budget? Read this advice from Micawber to David Copperfield:

"My other pieces of advice, Copperfield, you know. Weekly income, twenty dollars, weekly expenditure nineteen dollars, result happiness. Weekly income, twenty dollars, weekly expenditure twenty-one dollars, result misery."

Obviously, a little planning can make your life a lot less worrisome. Intelligent budgeting does not mean skimping, but only the exercise of good judgment in balancing your needs and desires with your income.

Below you will find the family model's plan for budgeting their monthly expenses. Make a bar graph which will display the relative amounts spent on family needs.

Expenses:	
Groceries and household supplies	\$160
Transportation	180
Rent	250
Utilities	65
Credit accounts, installment buying	40
Employment expenses	10
Payroll savings	40
Clothing	50
Dental-medical expenses	50
Church	8
School expense (hot lunch, locker fee)	14
Vacation	25
Recreation	20
	<hr/>
	\$912

Activity V

In this activity students will be drawing and interpreting a circle graph. They will be asked to manipulate fractions, percentages, and degrees while comparing the amount of workers in several job clusters.

Careers in the U.S.: During 1970 in the United States, there were approximately 79,000,000 people employed. Employment in the major occupational clusters are represented by the following statistical breakdown in fractions.

SEVENTH GRADE MATH

Operatives	1/5
Clerical workers	1/6
Professional and technical workers	1/7
Craftsmen and foremen	1/8
Service workers	1/8
Managers, proprietors, and officials	1/10
Sales workers	1/16
Non-farm laborers	1/20
Farm workers	1/30

The above fractions were altered slightly in order to mathematically simplify the construction of the graph. Convert these fractions into the appropriate number of degrees and construct a circle graph using a protractor.

Materials Needed

- Activity I: printed copies for each student of the neighborhood map and the accompanying questions.
- Activity II: printed copies for each student of the drawing of the family's lot and accompanying questions.
- Activity III: a scale ruler, measuring tape or yardstick, $\frac{1}{2}$ inch ruled graph paper (optional).
- Activity IV: printed copies for the family budget.

SEVENTH GRADE SCIENCE

The primary focus of the seventh grade science unit concerns man's pollut'ion and depletion of the natural environment, with stress also given to general environmental awareness. Proper natural resource management is the result of both individual and community involvement.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

Scientific method
Classification techniques
Laboratory analysis
Marine science
Conservation
Cartography
Waste management
Recycling techniques

Activity I

Using the community resource information given you in English class, develop a map and/or model of the community in which the family lives.

The map or model will be drawn to scale using the community resource handout as a guide. Particular attention should be paid to percentages allocated to each type of zoning. Care should be taken that public lands be allocated in usable parcels for such things as parks, schools, and other public facilities.

SEVENTH GRADE SCIENCE

It is recommended that the community be developed in stages as follows:

1. Topographical features and land contour.
2. Transportation routes and facilities.
3. Gross division of land use (zoning of the private sector and public land area).
4. Additional details.

Activity II

Family Water Management: Have the students compare and contrast water use at home versus water used while camping in the wilderness.

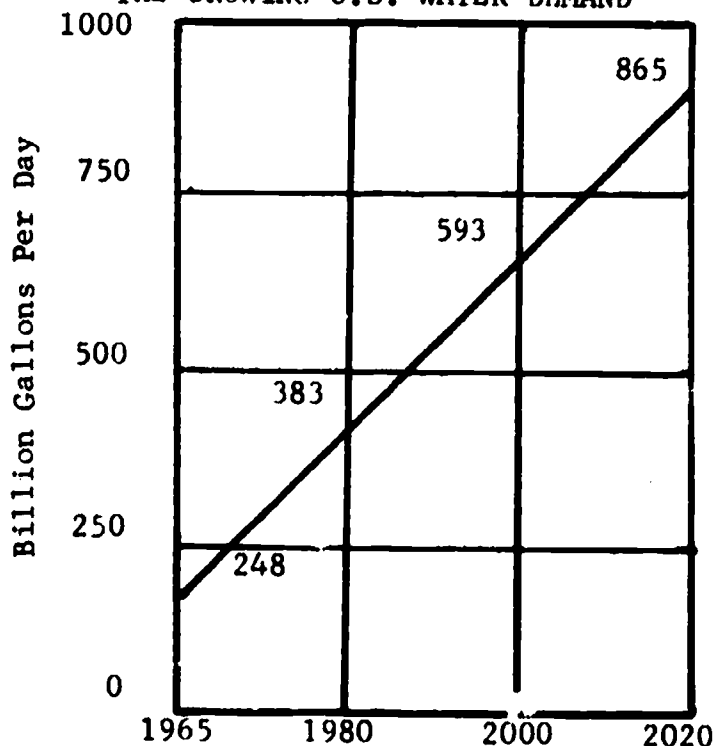
Use the following charts to help determine the amounts of water needed to sustain life in the home, and then answer the questions.

WATER USE IN YOUR HOME

Washing dishes.....	10 gallons
Flushing a toilet.....	3 gallons
A shower bath.....	20-30 gallons
A tub bath.....	30-40 gallons
A washing machine load.....	20-30 gallons
Water for human consumption.....	1 gallon

The average person used 20 to 80 gallons of water each day in his home. The above is a list of some normal household uses of water and the amount of water required for each.

THE GROWING U.S. WATER DEMAND



SEVENTH GRADE SCIENCE

In his lifetime, a man living to the average age of 70 will require a minimum of one-and-a-half million gallons of water.

1. How would the figures vary if you were out camping in the wilderness?
2. What uses do you need water for when you are camping in a wilderness area?
3. Approximately how much water would each of these uses consume?
4. Would these figures vary if you were camping in a developed area (tap water, flush toilets, and showers)?
5. If you were forced to reduce water consumption in the home or while camping, in what ways could you lower the amounts of water needed?

The above questions could be used to foster small group interaction and discussion.

Optional Activity

If a group of people (4) were given so much water (2,000 gallons), how long could your group survive by judiciously allocating the group's water supply according to their needs?

Materials Needed

Plastic overlay
Rice paper
Pen and ink
Colored pencils
Colored inks
Pencils
Lumber
Salt mosaic
Papier mache

SEVENTH GRADE HOME ECONOMICS

In order to make the student a wiser consumer and to help her make intelligent decisions in the market place, the emphasis for home economics will be on consumer education about foods and clothing. If we are to improve the quality of living, each student must realize that her purchase affect types and quality of merchandise produced. In addition, a student must become aware of advertising strategies so that she is not swayed by gimmickry, false claims, and psychological selling techniques.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Comparison shopping
 - Pricing
 - Quality
 - Amounts
- Determination of need
- Product knowledge
- Advertising strategies

Activity I

Grocery Shopping: Referring to the family model's budget, \$160 has been allocated for groceries and household items per month. Divide the students into groups of four to simulate the family model size and have them bring in several food ads from current newspapers. Each group should then decide what its dietary and household needs are for one week within a \$35 budget. The group, by comparing the ads from several food stores for prices, quality, and amounts, should compile a list of food purchases for that week. After all groups have completed their lists, compare as a class the food purchased within the budget for

SEVEN..H GRADE HOME ECONOMICS

nutritional value, quality, variety, and price.

Activity II

In the family model's budget, \$50 has been allocated per month for clothing. In addition, the son and daughter supplement this amount by purchasing some of their clothing with money they have earned. The mother and daughter also stretch the clothing budget by sewing much of their own clothing and some articles for the father and son.

Preparing for the opening of school, the clothing budget for July and August has been set aside. The daughter has accumulated \$45 out of her summer babysitting money, while the son will contribute \$70 from money earned on his part-time job. The two now must decide what they need in clothing and shoes for school and stay with the \$215 budget limit. They do not have to purchase winter coats out of this amount as these will be purchased out of the September and October budget allotments.

The ideal arrangement would be to have the students go out into the stores to compare and price clothing. However, a more workable solution would be to bring in as many department and clothing store circulars and newspaper ads as possible. Using this information as a basis for making their decisions, have the students compile a list of purchases which realistically approximates the amounts and kinds of clothing needed within the \$215 budgetary limit.

Activity III

In order for students to become more aware of strategies used in advertising, have students read the following resource material. This reading outlines five selling techniques in current use in TV, radio, magazine, newspaper, and billboard advertising.

THE LANGUAGE OF SELLING ⁵

"In Israel, there is a brewery run by a man born in Brooklyn. The brewery puts out a beer that is called "Abir." Since the word abir in Hebrew means "knight," the owner was asked what Israel had to do with knights.

"Knights, schmights!" he answered. "When an Israeli enters a bar to have a beer, like anyone else he says, 'I'll have a beer.' My way he gets Abir."

Very clever.

An eighth grade class was studying commercials. After discussing

SEVENTH GRADE HOME ECONOMICS

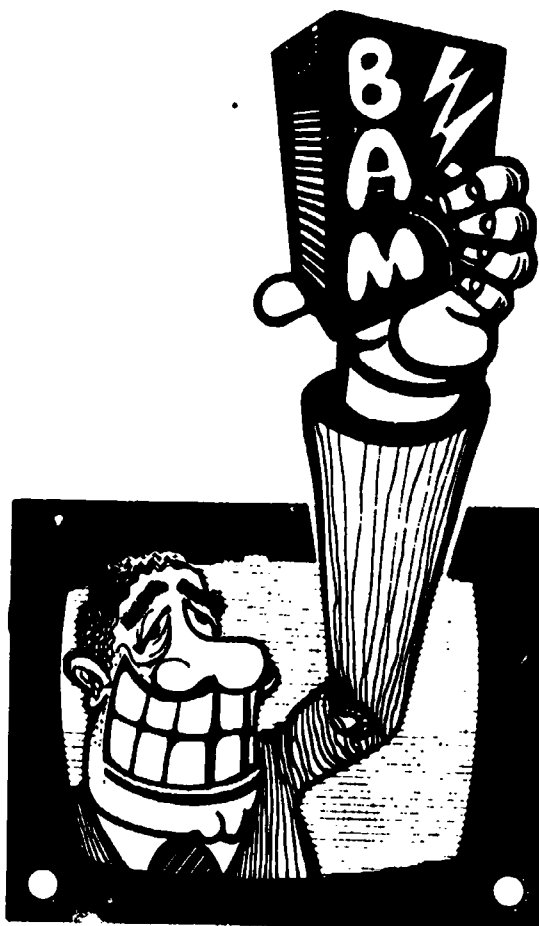
catchy phrases, the teacher asked each student to write a phrase that would lure teen-agers to part with money. Anticipating slogans about icy colas, gleaming teeth, and sporty cars, the teacher looked at the first phrase. It read: "For Adults Only."

Very clever again.

That's an important thing about the language of selling. It has to be clever. It has to be so clever that it will make people want a product and spend money to get it.

But this brings a temptation to make things sound better than they really are. It's not enough for something to be white--it has to be "whiter than white." It's not enough for a medicine to bring relief--it has to bring "instant relief."

This means you should develop a sense of caution about ads. According to a New York advertising agency, the average adult is exposed to about 300 commercial messages each day. If the figure is true, that's a lot of selling--and a lot of places in which language can be used to mislead or oversimplify.



SEVENTH GRADE HOME ECONOMICS

Half-truths: It is easy to paint a misleading picture simply by not telling the whole story.

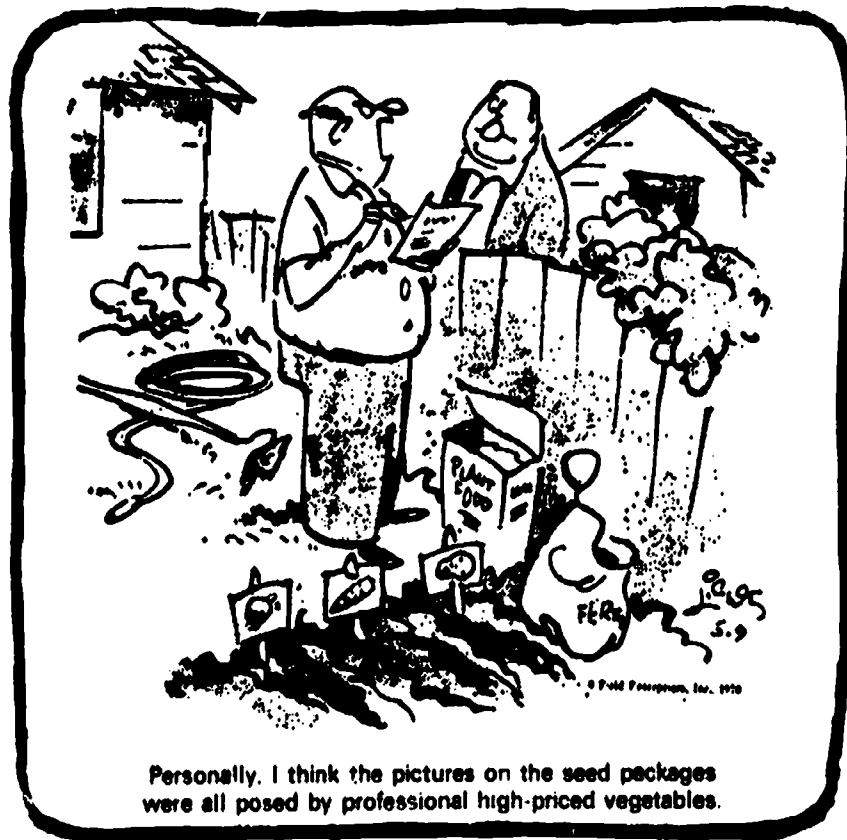
An ad says that cars using its gasoline had cleaner exhausts than cars using other brands. But the ad doesn't point out that the cars using the other brands had dirtier engines to start with and would naturally produce dirtier exhausts.

A TV commercial shows a steaming bowl of soup "Chock-full of hearty, nourishing vegetables." But the ad doesn't say that clear glass marbles have been added to the bowl to make the vegetables seem to fill the bowl.

Sweeping Generalizations: Sweeping generalizations try to sweep a lot of things together into one big lump: "Italians like spaghetti." "Kids are spoiled."

"Doctors say that aspirin brings the quickest form of pain relief." (Which doctors? How many doctors? How well-qualified are the doctors? Are they even doctors of medicine? The ad doesn't say.)

"According to an independent research agency, people prefer wheat cereals to any other type." (The ad suggests every person in the United States prefers a wheat cereal to one made of rice or oats or some other grain. The idea is absurd, but some ads made claims of this type--and some people do seem to believe them.)



... Grim and Bear II by Lichty Courtesy of Publishers-Mr. 1 Syndicate

SEVENTH GRADE HOME ECONOMICS

Ad Hominem: An ad hominem argument is one that avoids the real issue and concentrates on personality. Such an argument might attack a person instead of an idea--"Don't listen to that jerk because he's nothing but a hippie." Or it might base an argument on personality--"That idea must be a good one because Joe likes it and he's a good man."

A commercial for a shaving cream comes on. On the screen is a famous pro football quarterback with his face all lathered up. "Ummmm, that's smoo .," he says as his razor glides away (over a face that was already clean-shaven before the lather was applied.)

Charlton Heston, Kim Novak, and other Hollywood stars have endorsed Tone-O-Matic, a "scientifically weighted belt" that is supposed to let people take off weight without exercise. Government agencies say the belt is not effective. The Federal Trade Commission is considering a rule that would make an ad with celebrities say whether the celebrities actually use the product.

After-Because: Ads sometimes suggest that because Z follows X, Z was caused by X.

A worn-out woman in beat-up clothes slumps in a chair and looks at her mess of a house. A voice urges her to take a pep-up drug. The scene then shows the woman as a dressed-up gorgeous lady sitting bright and smiling in her beautiful house. There is a strong suggestion that drugs can somehow clean up a house. (This type of ad was recently banned by the Federal Trade Commission.)

A forlorn-looking guy sits on a beach and watches all the beautiful gals romping with other men. One gal looks at the guy and whispers a sarcastic remark about his wild hair. Then we see the guy trying some hair spray. Then we see him back on the beach smothered by 50 gorgeous beauties. The message is obvious--spray your hair and you will become irresistible.

False Comparison: It is easy to oversimplify a situation by comparing one thing to another. "Ten cents a week allowance should be enough for you, son, because that's all I had in my day."

An Excedrin commercial said a hospital study showed that two Excedrin worked better than twice as many aspirin for headaches. There was a hospital study. It was done on women who had just given birth. One of the doctors who made the study said later that the results had little relevance, since afterpains are much different from headache pains. "It's like comparing apples and oranges," said the doctor.

SEVENTH GRADE HOME ECONOMICS

A first cousin to the false comparison is the unfinished comparison. In this one, the words start a comparison but never finish. So the words sound great but really mean nothing.

"Flub gets clothes brighter." (Brighter than what? A lump of coal?)

"Recent surveys prove that Whamaco gas gives 20 percent more power." (Twenty percent more than what? A horse?)

"Buzz is better." (Than what? A punch in the nose?)



Protecting Yourself:

1. Be aware of the things discussed in this language section. Look for unfinished comparisons and ad hominem endorsements. Remember that the ad may be telling only half the truth. React with caution when an ad seems to promise a lot at low cost. Even guarantees are not full protection, because some companies have ways to get around guarantees.

2. If you are in doubt about a product, try to learn more about it. Your library may have a copy of Consumer Bulletin

SEVENTH GRADE HOME ECONOMICS

or Consumer Reports, both magazines that check and give ratings on many products. These magazines also put out yearly guides.

3. Find someone who is using the product. How has it worked?
4. If you want to check a company, write or call a Better Business Bureau office in your area. The BBB's headquarters in Washington, D.C., keeps a computer file on thousands of companies. And the bureau can often tell you about a company's standing and reputation."

Activity Options

1. Local TV stations usually give film of no longer used TV commercials. Each can be shown to the class to be analyzed and discussed, pointing out specific advertising strategies.
2. Make tape recordings of radio and television commercials and have students bring ads from magazines and newspapers to be analyzed in the same manner.
3. Invite a resource person from an advertising agency in the area who can tell about how ad campaigns are created, organized, and developed. This person can also talk about how ads are targeted at certain marketing groups on the basis of age, sex, social status, and income. Time for questions from the students should be provided.
4. Students can try their hands at making their own ads. They should choose which medium they will use to sell their product (a TV commercial using the school's video tape machine, or a movie camera, or a radio message using a tape recorder, or printed ads using poster materials and photographs). The product or service of the ad may be humorous or serious, but should involve at least one of the five selling strategies as explained in the resource information printed above.

SEVENTH GRADE INDUSTRIAL ARTS

Industrial arts provides the students with many opportunities to observe first hand the materials and processes used in the skilled trades. By using these opportunities to observe, the student acquires some degree of insight and skill to perform minor repair and maintenance around the house. In this way the student gains helpful experience in cooperative planning of the house to be built.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Scale and measurement
- Types of building materials
- Tool function
- Cooperative planning
- Print reading
- Role playing
- Interdependence

Activity I

Architectural Design: For the student strong in design principles and math, there are great opportunities in the field of architecture. They may be specialized artists such as architectural renderers or primarily engineers.

Our family model may utilize the services of an architect to have a home built. This may be an expensive process if the family has no ideas on what they want in a home, but many architects will act as a consultant for a modest fee. His duties are to find out the family's needs and make recommendations.

SEVENTH GRADE INDUSTRIAL ARTS

This is an excellent opportunity for students for role playing. First they must put down all the requirements the new home must meet from each individual family member. Here compromises must be made on the final list which takes into consideration the amount of money to be spent.

Rooms should be arranged with sensible traffic patterns and good separation of living activities. Students should learn to read room diagrams and learn basic electrical, heating, and window symbols.

Here the instructor could list individual needs and some ground rules as to maximum and minimum living space allowed. From there, the students develop an answer they feel best solves all family needs within their operating budget.

The finished product will be a scale drawing on large graph paper showing room layout with storage space and closets, doors and windows, and orientation and position of the building on the lot.

This project could be shortened by taking floor plans from magazines or builder's catalogs. The plans should be of sufficient size to allow modification by the student. The student could choose a plan that would best fit the model family's needs as the student sees and understands them.

Activity II

The family decides they will have a section of the basement in the future home as a workshop. They must plan for the tools and equipment that will be needed to perform household maintenance, improvements, and hobbies.

Consideration should be given to planning the locations and space required for material storage, tools and equipment, and an adequate work area. Further consideration should be toward the cost of purchasing tools and their care. (Most complete workshops are built up gradually over a period of years as needs and interests develop). The instructor may assume that the family has acquired certain basic tools already.

Activity III

The family is exploring wood and finishing ideas in the house to be built. They are considering types of molding, cabinets, doors, flooring, and paneling as to durability, maintenance, attractiveness, cost, and finished product versus unfinished product.

SEVENTH GRADE INDUSTRIAL ARTS

To make intelligent decisions, the family has to know where woods and finishing information is available. Various sources include interior decorators, home builders, painters, lumber companies, building suppliers, architects, carpenters, and contractors.

Materials Needed

House plans
A home builder
An architect

SEVENTH GRADE FOREIGN LANGUAGE

United States diplomatic, military, and business interests are more far-flung today than ever before. This means increased opportunities for people who have linguistic ability. Not only vocational opportunity, but leisure time use of a second language is possible through travel and study. We cannot afford the luxury of assuming we Americans exist in a vacuum by and for ourselves. As a member of a greater world community, we have the duty to foster understanding between all peoples through knowledge of one another's language and customs.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Role playing
- Vocabulary understanding
- Pronunciation
- Writing and reading skills
- Knowledge of customs

Activity I

The father's place of employment has brought in a group of foreign technicians and skilled tradesmen for additional training and consultation sessions.

Although the visitors have a cursory knowledge of English, they are assigned hosts to make their stay meaningful and pleasant. Our model family is hosting one of the visitors (country optional). The family will have ample opportunity to become well acquainted with this person as she/he will be

SEVENTH GRADE FOREIGN LANGUAGE

staying with them. The daughter and son act as partial interpreter and tour guide from time to time. The family takes their visitor to appropriate public institutions and parks as well as to theaters and to concerts. (The company has provided a special budget for these activities.)

Activity II

Optional Suggestions: Other possibilities are to bring a foreign exchange student into the home, or a foreign pen pal.

Another suggestion would be that during an annual language festival possible careers requiring linguistic ability be stressed.

SEVENTH GRADE MUSIC

Opportunities are expanding within the music industry. Music is an integral part of today's society and offers an increasingly wide range of career choices. Not only careers, but also leisure time use are important parts of music appreciation.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Individualization
- Instrument use
- Reading music
- Key identification
- Self expression

Activity I

Have the students investigate the popular music field from a performer's end. Interview a band that has cut a record. What sort of specific jobs are involved in producing and promoting a record? What sort of training and background was necessary for a performer? What about financial considerations -- what does it cost to record and promote a locally known group nationwide?

Available resources include: disk jockeys, agents, studio owners, record company personnel, recording technicians, band leader, and band members.

SEVENTH GRADE MUSIC

Activity II

Symphony Careers: What sort of musicians go into making up a first-rate symphonic orchestra? What sort of salaries, backgrounds, and working conditions exist for the symphony musician today?

Students could have guest speakers from the Minnesota Symphony Orchestra come and speak to them.

SEVENTH GRADE PHYSICAL EDUCATION

With the increase of leisure time in the United States, a corresponding increase has developed in the demand not only for leisure activities and facilities but also for additional people needed to organize, promote, and operate leisure programs. The rapid expansion of spectator sports as a prime entertainment medium has caused an increased demand for professional athletes. Additional careers exist in sports writing, editing, broadcasting, financing, and operation. Personal participation in all kinds of sports has led to an expansion of the sporting goods industry.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Development of positive attitudes toward physical fitness
- Sportsmanship
- Character
- Participation
- Group effort
- Diversifying individual and spectator sports interests

Activity I

Using professional athletes or others involved in major sports as resource people and any promotional films when available, expose the students to the wide range of careers needed to organize, publicize, manage, finance, and operate a major sports team. Beside the fact that this is a highly motivating area for most students, not a great deal is known about all the jobs which back up the athletes.

SEVENTH GRADE PHYSICAL EDUCATION

Activity II

Many sports learned in secondary school have led to life-long participation. Because of increased amounts of leisure time available, the usefulness of personal athletic interests has never been as important as it is today. For health of mind and body sports participation has few equals. Schools are recognizing the importance of life-time sports participation. The University of Wisconsin, as an example, now requires students to take at least one sport which is realistically anticipated as a life-long pursuit such as golf or tennis.

Team sports are important in developing your people's character and team spirit, but many are difficult to use as family entertainment.

Our family members participate in many backyard games such as badminton, tennis, and croquet, or use public facilities for swimming, tennis, golf, handball, and paddle ball. A realistic and well-balanced sports program will stress interest in family participation sports.

SEVENTH GRADE ART

Because art skills and techniques are important to a variety of careers, secondary art should offer several specific examples of art in relation to careers. The following lessons are intended to be examples of how art as an essential to specific careers may be presented.

Behavioral Objectives

Cognitive

- Is aware of potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops more effective listening, observing, and reading skills.
- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Role playing
- Art elements
- Design principles
- Art process
- Media techniques
- Aesthetic judgment
- Team effort
- Individualization

Activity I

Art Retail/Wholesale Fields: Most people believe that the majority of painting and sculptural works are sold from the artist to the individual. The fact is almost all art creations and supplies are sold to the public by retail art suppliers.

First the students may talk to various representatives in the retail/wholesale field. Local speakers may include: field representatives for Gagers, head buyer (art supplies) from St. Paul Book and Stationery, Art Sign sales representative, House of Sculpture sales representative, or a Robbinsdale Ceramics sales representative.

SEVENTH GRADE ART

Speakers should talk about opportunities in art sales fields and what sort of background is necessary.

After the speakers have made their presentations to the class, the students might like to set up a mock store of their own. They would have to determine what art supplies to order, how many of each item, and how to display them. The family model may enter this problem by having the mother or daughter locate various art supplies (where are the supplies to be found). Make up a list of uncommon art supplies and have the students locate sources by using the yellow pages. Have them compare prices of items carried by more than one store. A list of uncommon art supplies could include unframed fine art reproductions, air brushes, welding equipment, materials for making hooked rugs, borin, sable brushes, 140-pound watercolor paper, asphaltum, etchall glass etching, powdered ceramic glaze, felt pads for printing press, acrylic paint by the gallon, canvas by the yard, and picture frames.

A drawing illustrating the store interior along with a floor plan diagram would be useful.

This project could be completed two weeks after the speaker presentations. Students would work in groups of two or three.

Activity II

- Art in Advertising: Advertising is the largest commercial field that makes use of artistic skills. Broadly lumped into the category of commercial art we find a whole host of specialized careers. Some artists specialize in fishing/hunting illustration, others in general merchandise. Many work for ad agencies such as Cambel-Methune, some work for newspapers such as the suburban Sun or Post, some work for retail establishments such as Dayton's, and still others free lance their art work.

Speakers would be helpful in introducing the art careers within advertising. Cambel-Methune especially has an excellent program to offer schools.

Students could apply what they had learned into an individual advertisement which they themselves create. The product could be either a newspaper ad they laid out and spaced, or a poster advertisement. Either project would require additional information on calligraphy and mechanics of layout.

Using our family model, we would have the girl who is in the art and poster club have the assignment of designing posters to advertise an upcoming dance or a recycling drive. The problem

SEVENTH GRADE ART

could be made interesting by having one of the parents opposed to the drive or dance and have the daughter attempt to sell the parent with the poster campaign.

Once the students have the resources, they begin to develop an advertisement to sell a product or service or promote favorable public attitudes. As in good advertising, the message should be original so that the product or service chosen should be one not in existence now.

First the students do a mock-up on newsprint to iron out any difficulties in spacing and lettering styles. Once this portion of the problem is completed to the satisfaction of the student, he then does a full color work-up on white sulphite drawing paper, choosing his own media.

The finished products are then displayed and evaluated by the class as to clarity, visual impact, layout and lettering, and originality.

Activity III

When one says art one thinks of the artist and a livelihood based on production of art products. Yet it is as true today as ever before, few people can sustain themselves solely on what income is derived from art work. There are many reasons for this: the number of people actively pursuing fine arts, the availability of inexpensive, high quality art reproductions, and the fad-conscious American buying public.

There are many fine resources available to the instructor within the community, such as painters, sculptors, and potters. There is no better way to introduce a section on, for example, ceramics than to have a demonstration by a professional on that field.

In our family model, we could have the girl interested in displaying her art products. She could investigate what local art fairs exist, the dates, meeting places, and fees. She could also talk to local artists who have displayed works and gather tips on display and selling techniques. She could find out what local retail stores accept art work on consignment, along with information concerning displays at local banks and doctors' or dentists' offices.

Those students interested could follow up on their investigations and actually display their work locally.

SEVENTH GRADE ART

Materials Needed

- Activity I: Speaker
Yellow pages
White sulphite drawing paper
Choice of drawing media
- Activity II: Newsprint
#2 pencils
White sulphite drawing paper
Watercolor tempera
Ink and pen
Brushes
- Activity III: Various finished art products

FURTHER SUGGESTED ACTIVITIES FOR EIGHTH AND NINTH GRADES

Eighth Grade

Home Economics
Interior design
Designing a kitchen

Science
Landscaping
Study of building
materials

Math
Insurance
Installment buying
Budgeting

Speech
Interviewing techniques
Communication careers

Social Studies
Election processes
Human relations in
housing and employment

Shop
Planning a house
Actual construction of
a house to scale

English
Job applications
Actual hiring of students
who have applied to
build the house and
those who are to
install the utilities

Ninth Grade

Home Economics
Food service opportunities

Science
Pollution/ecology
Careers in both

Math
Banking
Tax evaluation
Investments
Careers in finance

Art
Interior design
Landscape architecture

Social Studies
Planning a community
Government of a
community

Shop
Household repairs and
improvements

English
Need for and affects of
media on community
Careers in media

LEISURE TIME SUGGESTIONS

Too many people have become involved in jobs that provide little toward their total personal development. Avocational interests are almost totally ignored as a serious component in the education of the total person. As important as career choice is, it is but one facet of the total personality.

Some studies have shown that adult extra-vocational interests are almost exclusively formed in grades seven through twelve. Every traditional subject offers opportunity to develop leisure activities that are useful to the individual.

Some activities are passive--reading, listening to music, watching television and movies, sporting events, and theatrical events. Some require limited activity--collecting, singing, acting, ballroom dancing, painting, sculpturing, photography, and gardening. Yet other leisure activities require strenuous effort--most participant sports, cycling, swimming, skin diving, mountain climbing, and sky diving. Some leisure activities are socializing in nature, others are introspective. The point is that leisure-time activities are easier to define in terms of what they are not rather than what they are.

Individual courses always provide opportunities to discuss avocational uses of course material. In these cases the instructor is the best resource unless there are interested students. Have the students list activities in which they feel they are interested. These lists may include any activity and should be ranked in order of preference. Have the students list leisure activities that their parents are engaged in. Have them ask their parents for ideas.

BIBLIOGRAPHY

1. Hosterman Career Development Committee, Career Development 7 - 8 - 9, Robbinsdale School District 281, August 1971.
2. Lang, R. D., Knots, Vintage Books, New York, April 1969.
3. Brautigan, Richard, Rommel Drives on Deep into Egypt, A Delta Book, New York, 1970.
4. Hosterman Career Development Committee, Career Development 7 - 8 - 9, Robbinsdale School District 281, August 1971.
5. Read, The Language of Selling, American Education Publications, pages 22 - 25, April 16, 1971.