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THE IDENTIFICATION OF CHANGING SEX ROLES WITHIN A FAMILY UNIT
AS PERCEIVED BY FIRST GRADERS

By

Janelle Fridley Jones

A thesis submitted
in partial fulfillment of the requirements for
the degree Master of Science, Major in
Home Economics Education, South
Dakota State University

1970

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THE IDENTIFICATION OF CHANGING SEX ROLES WITHIN A FAMILY UNIT
AS PERCEIVED BY FIRST GRADERS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Home Economics
Education Department

Date

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JFJ

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CHAPTER I

INTRODUCTION

Family life education includes the total education for living in families. The main emphasis of all home economics or homemaking education is life as it is lived within the home and family. Some aspects of home economics are usually included in the curriculum at all age levels from early childhood through secondary education.

Family life in America has changed over the years. Such factors as family mobility, a greater amount of leisure time, an increase in early marriages, and more mothers employed outside the home indicate the need for education in family living (1) (22). Moreover, currently fewer youngsters learn about homemaking in the home (1).

Buchanan (7) and others suggested that kindergarten and the elementary grades are the best places to begin to teach family living as most elementary school children can easily be reached. McMillian (24) concluded that family life education at the elementary school level was of value to students.

STATEMENT AND IMPORTANCE OF THE PROBLEM

Elementary teachers (39) need the assistance of home economists in developing units for family life education, according to Walton. She made the following recommendation, based on suggestions from elementary school teachers:

Home economists as individuals and/or as members of committees should study the elementary programs; compile lists of references,

resources, films, techniques, methods; and assist in developing units which are easy for the elementary teacher to implement in the present curriculum. (39:87-88)

Limited research has been done to study elementary programs in family living. Walton (39) studied the integration of home economics in the elementary school curriculum of Cecil County, Maryland. Buchanan's research (7) compared the degree of enrichment accomplished by teachers prepared for elementary teaching and those educated for home economics teaching. McKendrick (23) surveyed nutrition education in Latah County, Idaho, elementary schools. Further research could be done to understand existing family life education programs in elementary schools. DeVaney (10) compiled a list of available resources as one part of her research in response to Walton's recommendation.

The challenge to develop a unit for use in the existing elementary school curriculum was accepted by this writer. Early childhood education was selected since the available literature indicated little research had been done in family living at this age level. The unit that was developed was to help young children become aware of shifting sex roles. The objectives of the study included:

1. To help five and six year old children become aware of shifting sex roles of adult males and females.
2. To evaluate the effectiveness of the unit and to compare the children's responses on a pretest and post-test.
3. To compare mothers' and fathers' responses to the test items indicating how they perceive the sex roles.
4. To compare the children's ideas of the sex roles with the parents' attitudes and also with the writer's beliefs.

The sex roles are revealed in everyday living. The areas selected for the unit included helping with home and family activities; leisure time; and employment outside the home. In these areas children see the sex roles portrayed, usually by parents, but also by other adults such as grandparents, teachers, and others. The unit emphasized family members helping one another to encourage the children to help others. The idea that families can be different was incorporated in the unit to help children realize there are different family patterns and that certain activities may be done by either sex.

The unit was designed to be used when children first begin their formal schooling as they make the initial move from home. For this reason, the unit could be used in kindergarten in some schools. If a school has little or no kindergarten, the unit may be presented to first graders.

LIMITATIONS OF THE STUDY

There were certain limiting factors in this study. The unit and test were prepared by the researcher with assistance from college staff members in elementary education and child development and family relations. Undoubtedly both the test and unit could be improved after additional usage.

The unit was taught by two teachers and one instructional aide in the first grade at Howard, South Dakota. With this kind of study, the manner, techniques, and attitudes of these three probably influenced the results. The number of children included in the study was limited to one group of thirty-one children, who were taught individually, in

small groups, and in large groups using two classrooms. Test card pictures showed stick figures, which seemed to be confusing to the children.

DEFINITION OF TERMS

The following words were defined as they seemed appropriate to this study:

Early childhood: From two to seven years of age. (27:17)

Family-life education: In the broad sense, education that is designed to promote satisfying and successful family living, offered at any level from preschool to adult, in separated courses or integrated. (13:224)

Grade, primary: Any one of the first three grades of an elementary school. (13:250)

Integration: The process or practice of combining different school subjects and presenting them as aspects of one unifying project or activity. (13:292)

CHAPTER II

REVIEW OF LITERATURE

Selected literature of recent years pertinent to family life education in the elementary school with emphasis on early childhood education was reviewed. The review of the literature is presented in five parts. In the first section, "Need for Family Life Education," the literature reviewed pertains to the importance of education for family living at all grade levels, beginning when children are young. "Organization of Elementary Family Life Education" includes literature regarding studies of cooperation needed by elementary and home economics teachers to achieve an integrated program and discussion of teacher preparation. "Nutrition Education Studies" summarizes research findings completed in one aspect of elementary homemaking. "Other Programs" relates to reports of research and projects carried out recently in areas other than nutrition. The final section, "Sex Role Clarification in Early Childhood," discusses the need for understanding and education in this aspect of family life education.

NEED FOR FAMILY LIFE EDUCATION

"The Great Society has suddenly discovered the importance of family life in the socialization of the child. . . ." (18:619) In 1918, the "Seven Cardinal Principles of Education" were established, one of which was worthy home membership. The National Education Association Research Division (26) conducted a study in 1966 in which half of the teachers

sampled indicated that there was too little emphasis on this principle.

Experts from sixteen countries (12) met in January of 1968 to define goals of primary education which included preparation for life, knowledge of different social roles, family life, health, and nourishment. Such reports indicated a definite need for family life education to be expanded in existing programs and introduced in more schools.

In looking at home economics in the future, Trump (37) indicated that he expects all children to be educated better for their homemaking roles in the future. Home economics programs will be extended over a thirteen year period with students starting at ages five or six. For some children this will be even earlier if family life education is included in preschool programs as some of the reviewed literature indicated.

Brown pointed out changes which affect individuals as family members. Three of these were as follows:

There is evidence of need for family-life education on all levels.

The roles of family members have changed, requiring reassessment of behavior patterns for individual members.

The home today does not give the emphasis it once did to production, and this change has released time of individual members of the family; at the same time it has not reduced the problems of families.
(5:670)

Walton (39) studied the integration of home economics in the elementary curriculum in Cecil County, Maryland. She found several aspects of home economics being incorporated in the elementary curriculum but with no plan or regularity. Food and social graces were taught most and science classes were used more frequently than other subjects for teaching aspects of home economics.

Teachers who are sensitive to current needs are ". . . frustrated by the omission of family life education in long range kindergarten-through-12 planning." (33:F-24) Literature reviewed clearly pointed out the need for family life education in a total program, with the most effective beginning being with early childhood.

ORGANIZATION OF ELEMENTARY FAMILY LIFE EDUCATION

Elementary homemaking or family life education is most effectively organized as an integrated part of the total curriculum with the help of a home economist. In writing about home economics in the elementary school, Below and Endly were guided by several beliefs, one being:

Elementary school curricula include home economics aspects. It is not a matter of "tacking on" an additional field of study or providing a few fragmentary experiences in home economics. Instead, it is an opportunity to support and enrich present programs. The need is more often for consultant service than for teaching. (3:89)

Sickler (30) also indicated that elementary homemaking should not be a subject alone, but related to all that the student learns.

Lockwood (21) examined homemaking programs in elementary schools, classifying them as departmentalized, semi-departmentalized, and consultant. She concluded that programs using consultants are the newest type and are gaining in popularity and interest. Coordination of homemaking with the total school curriculum should be improved to facilitate greater flexibility in programming, according to Lockwood.

Elementary teachers often receive assistance with the teaching of art, music, and physical education. The area of education for family living could be expanded or improved by the use of a home economist as

a resource person or consultant. Smey stated:

The addition of a home economist to the staff in the elementary school is desirable and would be an invaluable asset to the classroom teachers, children, parents, the entire school, and home economics education. (32:339)

Bryan (6) conducted a study utilizing a home economics resource person to relate homemaking to classroom units. One objective was to make the classroom experiences so worthwhile and stimulating that ideas and enthusiasms of the children would be carried home. This was evaluated by both parents and children with both indicating enthusiasm and carry over.

Walton (39) stated that home economics has not generally been recognized as a part of elementary education, nor have elementary teachers recognized and used home economists for enriching the program. Home economists have a responsibility to elementary education in the area of family life education.

The writer agrees that a great deal of cooperation between elementary teachers and home economics teachers is needed to carry out an effective program. Hawley (15) implied that home economics, as a profession, should become involved in elementary home economics programs. She charged home economists, particularly teachers, with the responsibility of informing administrators and elementary teachers about family life education.

Buntin (8) suggested that the home economics teacher's major efforts should be in developing and guiding a program coordinated with the rest of the curriculum, developing pleasing teacher relationships, and assisting with learning as teacher, guide, observer, or evaluator.

Buntin proposed modifications for the home economics education program at the college level in the light of the increasing tendency to see a home economist as an elementary school consultant.

Social studies curricula (20) during the early years of education emphasize home and family life, in addition to the school and nearby community. With the study of people of other lands (9), opportunities exist for integration concerning what people eat or wear, how they keep house, or rear children and live together. Kenworthy (17) encouraged the extension of the study of families, looking further than the study of the immediate family for young children. He criticized current studies on these points:

1. We linger too long on local families.
2. We are not introducing children to a wide variety of families.
3. We do not expose children to the rich diversity of families throughout the United States.
4. We do not expose children to the rich diversity of families in other parts of the world.
5. We do not fully utilize the various social science disciplines to enrich current studies of families. (17:428-429)

Home economics and elementary teachers could cooperatively plan worthwhile and interesting lessons about families near and far.

If a family life education program were undertaken, both primary grade teachers and home economists would do some teaching or team teaching. Trump recognized the importance of both:

During the primary period of education (K-3), "home base" teachers will do most of the homemaking teaching with home economics teachers assisting and making some presentations--in a team teaching relationship. The school no longer will assume that all elementary school teachers are sufficiently qualified in home economics education to do all the teaching themselves. (37:83)

Preparation of teachers (24) for family life education is the most important aspect of a program involving homemaking at the elementary school level according to McMillian. Child development and family relationships courses (38) are especially important for prospective teachers involved in family life education programs.

Martin stated that nutrition education ". . . will have its greatest effect only when classroom teachers routinely acquire a functional knowledge of nutrition subject matter as part of their preparation to teach." (25:iii) Most elementary teachers receive little nutrition in their college courses according to the literature reviewed. About one fifth of the teachers in a survey by McKendrick (23) had a college course in home economics but not a specific nutrition course. One third expressed a desire for more college training in nutrition, but over a third would not desire even one course.

As family living experiences increase and more elementary schools enrich their programs, more home economics teachers will need some training in working with children of the primary grades. Bryan stated that either the training or ". . . a great deal of interest in working with children of the lower elementary levels" was needed. (6:63)

More integration (?) of family life activities could be accomplished if elementary teachers were more aware of the possibilities. College courses pertaining to family life education would be one way to inform elementary teachers according to Buchanan. Teachers prepared in home economics education were compared by Buchanan with teachers trained in elementary education who were teaching in elementary classrooms. The home economics educated teachers utilized their training to enrich

their classroom teaching by integrating family life experiences with existing subjects. Elementary educated teachers also integrated family life activities to some extent. Health and social studies were the subjects which provided the most opportunity for enrichment. Buchanan (7) recommended making a study comparing elementary teachers who have and have not studied home economics in elementary education to determine the effectiveness of their teaching in the area of family life education. The literature reviewed would indicate that more study could be done on teacher preparation for elementary family life education.

NUTRITION EDUCATION STUDIES

Studies relating to nutrition education in the elementary school have been more numerous than in other areas of home economics. Nutrition education (25) is necessary in the elementary school according to Martin and others. Martin stated that surveys indicate that many children are not properly nourished. Westerman and Klee (40) urged beginning nutrition education when children enter kindergarten and continuing throughout school in order to develop wise food selection habits for life. Both home and school are involved in nutrition education, with practice starting at home, continuing at school, and returning to the home.

Nutrition is taught in many elementary classrooms. Numerous examples of stimulating ways to present nutrition in the elementary family life education program were found in the literature. A student teacher (31) taught elementary nutrition in one situation, while other schools (2) used junior high school home economics students with

elementary pupils as "partners in learning" on a one-to-one basis. In a similar situation, Bryan (6) found that both groups learned much about nutrition. One eighth grade girl worked with two third grade students in Bryan's study.

In 1964, Brice (4) developed plans in which foods and nutrition concepts could enrich social studies and science and health for fourth grade students. Twelve concepts were identified and used in compiling home and school learning experiences and teacher activities. Teaching foods and nutrition concepts (35) in the fourth grade classroom was also studied by Thurber in 1966. She believed that teaching nutrition to young children would result in improved food habits in the adolescent years. An awakened social conscience, a sensitivity to hunger and misery, and an understanding of the food resources problems of the world can be created if children are interested in foods and nutrition concepts. Teaching should depend more on mass communication media because textbooks are obsolete soon after being written according to Thurber.

A survey of elementary nutrition education in 1967 (23), in Latah County, Idaho, was conducted by McKendrick. Results showed that the elementary school teacher seldom presented nutrition as a separate unit of study. Animal experiments were not conducted, presumably because of the lack of time and facilities. Most teachers had limited understanding of nutrition and lacked a basic nutrition course in college. The majority of the elementary teachers surveyed believed that nutrition was important but responded reluctantly to suggestions of change in their nutrition teaching techniques.

Robinson (29) obtained information about selected eating habits, attitudes, and nutrition knowledge of the sixth grade pupils in Union County, Ohio. She found that the children had a basic understanding of foods needed, but that they generally failed to apply this knowledge. One of her recommendations was to:

Make an exploration of effective methods to combine present knowledge with practical application of nutrition facts. Such an exploration would contribute to the formation of curricula in nutrition education, as well as to the promotion of the good health of the individual child. (29:81)

A nutrition committee was recommended by Hill (16) consisting of the school administrator, a nutrition consultant, some teachers, school lunch personnel, a medical staff member, and parents. Their function would be to plan, coordinate, implement, and evaluate elementary school teaching of nutrition. Nutrition education in the elementary school can serve an important function by contributing to the development of "(1) wholesome attitudes toward food, (2) desirable eating habits, and (3) understandings that will help children choose to carry their good eating habits into adulthood." (16:2)

OTHER PROGRAMS

A limited number of units other than nutrition have been taught, according to the literature available. Some day-care centers (36) have integrated family living activities into the regular program with the assistance of staff home economists. A summer project of "Breadmaking Around the World" involved numerous learnings. Children of differing ages were involved with older students actually baking bread.

DeVaney (10) conducted action research in an innovative elementary school in South Dakota in 1968. A variety of units were taught by elementary teachers in the classroom and by home economics teachers at a nearby junior high school. DeVaney taught some lessons and advised the teachers. She concluded that some curriculum enrichment was accomplished, students and parents approved of family life education as presented, and the elementary teachers were made aware of some family living integration possibilities. She also listed available resource materials and recommended that materials for family life education be developed to facilitate instruction by individualized progress.

SEX ROLE CLARIFICATION IN EARLY CHILDHOOD

Children usually accomplish sex role identification (14) during the preschool years; their home life is the major influencing factor. The individual's identification involves his biological, sociological, and psychological self according to Hawkes and Pease (14). Peer associations help the child practice male and female techniques in his own unskilled group. ". . . A child stores up information from experiencing things in an active way . . ." (28:323)

Piaget (27) discussed the importance of symbolic play such as playing house or playing with dolls. Role playing and acting out male and female parts help the child to portray his life as he wishes it to be.

Piaget stated:

. . . It is easy to see that this symbolic play constitutes a real activity of thought but remains essentially egocentric. Its function is to satisfy the self by transforming what is real into what is desired. The child who plays with dolls remakes his own life as he would like it to be. He relives all his pleasures, resolves all his

conflicts. Above all, he compensates for and completes reality by means of a fiction. (27:23)

Clarifying the sex roles is an important task of early childhood. Some authorities (14) have suggested that this task becomes more difficult as sex roles in our culture are in a more fluid state. Education is needed to help children understand these changing roles. Not every father performs the same tasks nor reveals the same attitudes about responsibilities around the home. Through education, children can be helped to see that each family is different. Many children will marry someone with different attitudes about appropriate sex role behavior. Stone and Church (34) felt that cultural stereotypes hamper proper attitudinal development, stating:

. . . Part of the task of education is to dissolve cultural stereotypes so that one can perceive and react to people as human beings, with a complete set of human characteristics, including frailties and vices, rather than as specimens defined by a single conspicuous label . . . (34:143)

Examples given by Stone and Church included Negro, Yankee, and others but the same applies to stereotypes of bachelor, old maid, father, mother, nurse, lawyer, or astronaut. When children begin school, their examples of roles have been limited to their immediate and extended families in addition to varying peer associations. They need to be helped to understand individual and family differences.

CHAPTER III

PROCEDURE FOLLOWED

A unit to help five and six year old children become more aware of shifting sex roles was taught to thirty-one first graders in Howard, South Dakota, by two teachers and one instructional aide. The unit was taught to first graders since these children had had very little kindergarten the previous spring. The unit was carried out individually or in small groups with the use of tape recordings and visuals as well as activities such as finger play, songs, discussion, picture sets, and puppets or role playing.

Before developing the unit about sex roles, the writer consulted several first grade teachers who offered suggestions of suitable activities for first graders. A staff member of the Elementary Education Department at Dakota State College in Madison, South Dakota, showed the writer commercial kits of various units. She pointed out the advantages of using tape recordings, pictures, and activities, and the advantages of arranging these in the form of a kit. Catalogues of educational materials were reviewed for available aids in the areas of family life. One aid that was considered for use was a set of dolls representing family members and community workers. The writer recommends use of family member dolls for studying family life but did not use them in the unit in order to keep the materials practical for any school, regardless of resources. The commercial materials available from the Minnesota Mining and Manufacturing Company on family life, referred to as SHES,

School Health Education Study, were also considered. The SHES set for lower grades was borrowed from the Brookings, South Dakota, school system. A few illustrations were selected for inclusion in this unit.

The unit was arranged in the following order with tape scripts and directions appearing in the Appendix¹ under the given letter:

- A. Tape: Introduction
- B. Pictures: Which grownup?
- C. Tape: Helping with home and family--indoors
- D. Song: "Mulberry Bush"
- E. Tape: Helping with home and family--outdoors
- F. Role play or puppets: Situations
- G. Tape: Papa Small by Lois Lenski
- H. Discussion of Papa Small and finger play
- I. Tape: Fun time
- J. Pictures: Fun time
- K. Tape: Male jobs
- L. Pictures and ?--male jobs
- M. Tape: Female jobs
- N. Pictures and ?--female jobs
- O. Booklet: "My Family"

Each tape recording had a set of visuals for the child to view while listening. Appropriate large, colored magazine illustrations were selected as the basis for most of the tapes. The pictures were pasted on black picture folder sheets. Each sheet was numbered, covered with clear plastic, and the set joined with two plastic rings.

Scripts were written for the tape recordings which included the introduction and tapes about helping at home, leisure time, and male and female jobs. These scripts were checked by an English teacher for grammar and by a staff member of the Elementary Education Department, Dakota State College, for wording clarity for first graders.

¹For a copy of each tape script and directions for the unit refer to Appendix A, pages 43-70.

The introductory tape referred to four duplicated pictures of family life which each child had been given to keep and color. One tape was the book, Papa Small, along with an introduction and closing suggesting things for the children to think about and later discuss. A cassette tape recorder was used for convenience. The numbers for each tape were recorded on the printed script as well as on the front of the tape cartridge.

Each activity was assigned a letter and folders were prepared for each. In the folder were placed directions to the teacher, a script of the tape, and necessary pictures or handout sheets. A folder was also included at the beginning for general directions and suggestions to the teacher. Materials for the pretest and post-test were placed at the front of the kit.

To determine the effectiveness of the unit, a test was designed for use before and after the unit. Because formal testing has limited validity with young children, a test using picture cards was devised. A staff member of the Child Development and Family Relations Department at South Dakota State University, Brookings, suggested having each child sort pictures into those activities appropriate only for women, those activities appropriate only for men, and those activities appropriate for both men and women. Stick figures would be necessary so that figures and clothing would not reveal the sex. The writer realized that stick figures could be confusing for a young child.

Forty pictures, drawn with India ink, four on each sheet of paper $8\frac{1}{2}$ by 11 inches, were used. Each picture showed a stick figure

participating in activities of helping at home, leisure time, or being employed outside the home. These were drawn by a woman who had had two years of college art training and had served as an instructional aide in the Howard first grade. She was cognizant of the intended use of the pictures and of first graders' ability level.

A ditto master was made of each sheet. Tag board cut into $8\frac{1}{2}$ x 11 inch pieces was used for duplicating the pictures. Cards were cut in $4\frac{1}{4}$ x $5\frac{1}{2}$ inch size from the sheets. The picture cards thus would be able to withstand repeated usage with little damage.

The Elementary Education Department of Dakota State College, Madison, South Dakota, was contacted for suggestions about the test and unit. It was recommended that the children place the picture cards in appropriately marked large envelopes. Six sets of envelopes, consisting of three each, were made. On each envelope was pasted a sheet of brown construction paper and a catalogue picture of a man, a woman, and both. These pictures were as large as possible, all showing well-groomed adults dressed in better clothes. They were checked for things that might give answer clues, such as a woman with a purse. Directions for giving the pretest and post-test were written for the teacher; and a sheet for recording each child's responses on the pretest and post-test was developed.²

In early September, 1969, the pretest was administered by the writer at Argonne school, part of the Howard Public Schools, to nine first graders. The testing at Argonne was done to check the mechanics

²For a copy of the test directions and the sheet for recording each child's responses refer to Appendix B, pp. 72 and 73.

of the test and to determine which of the forty picture cards were unclear to first graders. The test was given at the lunchroom tables, so that each child had space for the set of three large envelopes. Directions were given and a sample card was done together. The children were instructed to place each picture card in the envelope showing the correct person. Placing the picture cards in the envelopes proved cumbersome and difficult for the children. The writer directed them individually to make piles by the correct envelope; then to put the cards into the envelopes when the sorting of all cards was finished.

It was obvious that forty cards were more than some first graders could manage. Only one child seemed totally confused and just placed the picture cards by any envelope. When all children had finished the test, each child's set of envelopes was collected. No record was kept of which child did which set as this was unimportant in this situation.

Next the children assembled to discuss each picture. They told what they saw and who might do each activity. Certain children indicated a realization that many activities are sometimes done by both mothers and fathers. Confusion about what the picture showed was evident as the children commented on them. Some pictures that were eliminated included a grocery clerk at the cash register which looked to the children like someone typing, and a figure bathing a baby appeared to be any kind of washing to the children as the stick figure baby was lost in the bubbles.

Twenty-five picture cards plus one sample card³ were selected and

³For a copy of each picture refer to Appendix B, pp. 74-80.

the responses were determined by the writer. A staff member in the Child Development and Family Relations Department at South Dakota State University concurred with these decisions. Four picture cards showed activities appropriate only for men, including playing football, smoking a pipe, sawing a tree branch, and fixing a motor at a work bench. Three picture cards showed activities appropriate only for women--knitting, carrying a purse, and crying. Eighteen illustrations were judged to show appropriate action for both men and women. It was realized that some segments of American society may indicate these sex appropriate activities differently. These were considered appropriate activities for this rural area in central South Dakota in the view of professional home economists who are aware of the shifting sex roles.

The pretest was given September 22-26, 1969. The unit was carried out the following seventeen school days. The post-test was given October 29-31, 1969. During the unit, the thirty-one first graders worked individually or in small groups under the direction of two first grade teachers and one instructional aide. For example, usually two children listened to a tape recording and looked at the visuals together. Groups of five to eight children participated together in activities such as finger play, songs, and discussion.

A questionnaire was prepared to determine parental attitudes about appropriate sex behavior for males and females. The questionnaire and a letter of explanation⁴ were given to the parents of the Howard first graders at the time of parent-teacher conferences, near the conclusion

⁴For a copy of the letter and questionnaire sent to parents refer to Appendix C, pp. 81 and 82.

of the unit. Parents were asked to indicate whether only a male, only a female, or both could appropriately complete each of the twenty-five activities used in the pretest and post-test for the children. The questionnaire directed parents not to sign their names, but to indicate only their sex. These were to be returned by the children the following week.

CHAPTER IV

ANALYSIS OF DATA

Increasing first grade children's awareness of the shifting sex roles was attempted by pretesting their attitudes, presenting a unit which emphasized shifting sex roles, and again testing the children's perceptions of the roles of men and women. The parents were surveyed for their attitudes about what they considered appropriate sex role behavior. The writer hypothesized the responses for the twenty-five items used in the children's pretest and post-test, and in the questionnaire sent to the parents.¹

The researcher's beliefs were based on the shifting sex roles in present day society. It was realized that the children would not necessarily respond the same as the researcher because of their limited experiences and observations. For example, most children in the Howard first grade would never have seen a woman doctor or a man playing the piano. It was hoped that a majority of the children would respond to at least some items on the pretest the same as the writer's beliefs, and that increased understanding of shifting sex roles would be revealed in the post-test responses.

The writer and a staff member of the Child Development and Family Relations Department hypothesized the activities as being done, for the most part, by both male and female (eighteen out of twenty-five). Other

¹For a copy of the pretest and post-test responses, the writer's beliefs, and the parental attitudes refer to Appendix D, pp. 83-86.

responses included four activities usually done only by males--playing football, smoking a pipe, sawing a tree branch, and fixing a motor at a work bench; and three activities usually done only by females--knitting, carrying a purse, and crying.

On the pretest, the children responded to the twenty-five items concerning sex roles. Over one-half of the children felt these eight activities were done exclusively by males: driving a tractor, playing football, painting a wall, mowing the grass, smoking a pipe, sawing a tree branch, being a doctor, and fixing a motor at a work bench. The twelve items felt to be only female activities by at least one-half of the children on the pretest were: playing with a baby, drying dishes, feeding a baby, playing the piano, knitting, barbecuing outside, carrying a purse, cooking at the stove, putting children in bed, shopping for groceries, hanging clothes on the line, and crying. At least one-half of the children perceived only two activities as being done by both mothers and fathers--watching television and driving a car.

Of these pretest responses, nine agreed with the writer's beliefs as indicated by over one-half of the children: all four male activities, all three female activities, and the two activities just named that are done by both men and women. These nine activities were similarly marked by a majority of the children on the post-test. In addition, three other items gained enough responses to show that over one-half of the children perceived these as done by both men and women: selling shoes, barbecuing outside, and putting children in bed.

On the post-test, one-half of the children indicated that seven activities could be done by males. These were the same as the pretest

with the exception of the activity of painting a wall; here some responses shifted to female. Nine of the twelve judged as female activities on the pretest were also judged as female activities on the post-test. The three not designated as female by at least one-half of the children were playing with a baby, barbecuing outside, and putting children in bed. Activities done by both increased from two on the pretest to five on the post-test. Watching television and driving a car were again marked as both, but by greater majorities. The other three items checked as both male and female activities were selling shoes, barbecuing outside, and putting children in bed.

The fathers and mothers had been asked to respond to a list of the same twenty-five items used in the children's test. Nineteen fathers and twenty-three mothers returned their questionnaires. A majority of both the mothers and fathers felt that only men appropriately drive a tractor, play football, smoke a pipe, saw a tree branch, or fix a motor at a work bench. These agreed with the writer's beliefs except driving a tractor, an activity which the writer felt could be done by both men and women.

Female activities as indicated by most of the parents were drying dishes, knitting, carrying a purse, cooking at the stove, hanging clothes on the line, and crying. The three believed by the writer to be female activities were included, but drying dishes, cooking at the stove, and hanging clothes on the line were felt by the writer to be appropriate activities for both men and women. Fourteen items were marked as activities done by both men and women by over one-half of the parents as compared to eighteen activities believed by the writer to be appropriately

done by both males and females.

The only item which the mothers and fathers did not agree upon was feeding a baby. Fathers felt this was woman's work, while mothers indicated that both men and women can appropriately feed a baby.

Following the unit and testing of the thirty-one first graders, and surveying of their parents, the chi-square was used with the data that had been gathered. The chi-square technique was selected so that agreement between observed and expected frequencies could be tested. The formula used for chi-square was $\chi^2 = \frac{\sum (o-e)^2}{e}$ (11:139). The following symbols and abbreviations were used:

- χ^2 Chi-square
- Σ Greek letter "sigma" denotes "sum of" (11:28)
- o the observed or obtained frequencies in the various categories (11:140)
- e corresponding frequencies expected under some hypothesis (11:140)
- df degrees of freedom, figured by taking the number of columns minus one times the number of rows minus one (11:141)
- P probability of association, at .01 level or .05 level (11:142)

Because the expected values were not known, these were obtained by using the border totals. These "independence values" (11:148) were calculated by multiplying the subtotals for a given column and row and dividing by the over-all total. The observed values on the pretest and the post-test were compared to the expected values that had been calculated. Similarly, the responses of nineteen fathers and twenty-three mothers were compared to calculated expected values. These chi-squares appear in Table I, page 27.

TABLE I

CHI-SQUARE OF PRETEST AND POST-TEST RESPONSES OF CHILDREN
AND RESPONSES OF PARENTS TO TWENTY-FIVE
ITEMS RELATING TO SEX ROLES

	Children Pretest, Post-test	Parents Fathers, Mothers
1. Watching television	*6.55456 (2 df)	0.0
2. Playing with baby	2.34882 (2 df)	0.0
3. Driving tractor	1.33333 (2 df)	0.62471 (1 df)
4. Typing	3.27273 (2 df)	0.49925 (1 df)
5. Drying dishes	2.72000 (2 df)	2.35469 (1 df)
6. Playing football	5.25000 (2 df)	0.83916 (1 df)
7. Teaching school	4.54602 (2 df)	2.43455 (2 df)
8. Feeding baby	2.85714 (2 df)	*4.49737 (1 df)
9. Driving car	2.24056 (2 df)	0.0
10. Painting wall	*7.90476 (2 df)	2.21983 (2 df)
11. Mowing grass	4.88722 (2 df)	2.71030 (2 df)
12. Playing piano	0.52857 (2 df)	2.03635 (1 df)
13. Selling shoes	1.71428 (2 df)	0.49220 (1 df)
14. Knitting	1.01887 (2 df)	2.66889 (1 df)
15. Barbecuing outside	*8.09415 (2 df)	5.74387 (2 df)
16. Carrying purse	0.0	1.06732 (2 df)
17. Smoking pipe	1.29662 (2 df)	0.0
18. Cooking at stove	2.80769 (2 df)	0.51259 (1 df)
19. Sawing tree branch	2.49123 (2 df)	0.56315 (1 df)
20. Doctor	0.26124 (2 df)	0.60357 (2 df)
21. Fixing motor at work bench	1.16246 (2 df)	2.66889 (1 df)

TABLE I (continued)

	Children Pretest, Post-test	Parents Fathers, Mothers
22. Putting children in bed	5.69454 (2 df)	0.12014 (1 df)
23. Shopping for groceries	1.77436 (2 df)	0.00801 (1 df)
24. Hanging clothes on line	*6.65515 (2 df)	0.23886 (1 df)
25. Crying	2.40000 (2 df)	1.99027 (2 df)

* significant at .05 level

** significant at .01 level

df degrees of freedom

When the children's pretest and post-test results were calculated using the chi-square test, the change in only four items proved to be significant. On item one, watching television, the chi-square was 6.55456 with two degrees of freedom which was significant ($P < .05$). On the pretest more children indicated that only fathers watched television. Observation at home as well as the reference in the unit to all family members watching television probably led to this change.

Painting a wall, item ten, showed a significant change ($P < .05$) with a chi-square of 7.90476 with two degrees of freedom. On the pretest the thirty-one children's responses were almost equally split between male and both. Mothers received zero on the pretest but seven on the post-test. The writer knows of no explanation for this change.

The highest significant ($P < .05$) chi-square was barbecuing outside, item fifteen, with 8.09415 and two degrees of freedom. The main change was the number indicating both men and women could barbecue. On the pretest, over one-half of the children indicated mother only, probably because the children associate barbecuing with cooking. The unit had included a picture of a father and boys doing the outdoor cooking.

Item twenty-four showed hanging clothes on a line. A significant ($P < .05$) change was found for this item with a chi-square of 6.65515 with two degrees of freedom. The number indicating both male and female could do this activity increased from three to eleven from pretest to post-test. This was a significant increase although less than one-half of the children indicated both on the post-test. The book, Papa Small, used in the unit specifically referred to the father helping hang clothes. When verses were made up for "Mulberry Bush," one included a father hanging

clothes. This item apparently received more attention and repetition during the unit.

Presumably little change came about on other items due to the limited emphasis during the unit. Putting children in bed had the next highest chi-square, but was not significant. At the first grade level, children have had limited experiences. Many of their impressions are received from their home and family. For example, children who see father helping in the kitchen would be more likely to indicate that both men and women cook and help with other kitchen activities.

The fathers and mothers had been asked to respond to a list of the same twenty-five items used in the children's test. Data in Table I also show these chi-squares. Feeding a baby was the only item where mothers and fathers had a significant difference of opinion about appropriate sex roles. On item eight, the chi-square was 4.49737 with one degree of freedom which was significant ($P < .05$). About two thirds of the fathers indicated that only females should feed a baby, while over two thirds of the mothers indicated that both mothers and fathers could appropriately feed a baby.

Complete agreement between mothers and fathers was indicated on four items: (1) watching television, (2) playing with a baby, and (9) driving a car which both could do, in addition to (17) smoking a pipe which only men usually do.

The data presented in Table II show totals of the children's post-test results compared to the writer's beliefs and to the totals of the parental responses. Chi-square was calculated for both groups. The researcher hypothesized that four of the twenty-five items relating to

sex roles could appropriately be done by males only, three by females, and eighteen by both males and females. These figures were compared to the totals indicated on the children's post-test which were eight male, ten female, and seven both. The difference is easily observed in the number of responses for both, eighteen for the researcher and seven on the children's post-test. The difference in these was significant ($P < .01$) with a chi-square of 9.94256 with two degrees of freedom.

TABLE II
TOTALS AND CHI-SQUARES OF CHILDREN'S POST-TEST RESULTS
COMPARED TO THE WRITER'S BELIEFS
AND TO PARENTAL RESPONSES

	Totals			Chi-squares
	Male	Female	Both	
Writer's Beliefs	4	3	18	
Children's Post-test	8	10	7	**9.94256 (2 df)
Parental Responses	5	6	14	
Children's Post-test	8	10	7	4.02564 (2 df)

** significant at .01 level
df degrees of freedom

Parental responses differed on only four items from the writer's beliefs. These were (3) driving a tractor, (5) drying dishes, (18) cooking

at the stove, and (24) hanging clothes on the line.

The data in the second part of Table II show the comparison of the total parental responses and the total post-test responses of the children. Although the total number of responses indicating both seems very different with fourteen for the parents and only seven for the children's post-test, the chi-square revealed that the difference was not significant. The chi-square was 4.02564 with two degrees of freedom. Therefore, there was no significant difference between the parental responses and the children's post-test results.

It would seem that parental influence is stronger than the impressions made by a brief unit concerning sex roles. Children just starting to school have received nearly all of their impressions about behavior for each sex from their own home and family. They probably have also gained impressions from a doctor, teacher, janitor, or cook.

The researcher hypothesized certain responses in the light of shifting sex roles in modern America. The area where the unit and test were given was midwestern and mostly rural. These factors help to explain some of the data. These parents responded that both men and women can do many tasks; however, this does not indicate that both mothers and fathers do these things in the homes. Therefore, the example of the parents and the beliefs of the parents may be different.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

A unit concerning sex roles and a test used as a pretest and post-test were developed and used with first grade children. The unit included tape recordings and visuals alternated with activities such as songs, finger play, discussion, role play or puppets, and picture sets. All parts of the unit and test were presented by means of individualized or small group instruction. The thirty-one first graders in Howard, South Dakota, were taught by two teachers and one instructional aide using two classrooms.

For the pretest and post-test, the children sorted twenty-five picture cards into those showing activities done only by mothers, those done only by fathers, and those done by both or either. When tested, the child had a set of three large envelopes, consisting of one showing a catalogue picture of a woman, one showing a picture of a man, and the third showing both a woman and a man. The picture cards showed persons helping with the family and home activities, participating in leisure time activities, or working at a job. All persons were drawn as stick figures so that the child could determine appropriate sex role behavior by the activity rather than receiving clues from the figure or clothing.

A letter and questionnaire were sent to the parents asking them to indicate their attitudes about appropriate behavior for males, females, or both. The questionnaire listed the same twenty-five items as shown

on the children's picture cards. This was done so that the parental attitudes and children's ideas of appropriate behavior for each sex could be compared.

The writer hypothesized the responses to the twenty-five items keeping in mind the shifting sex roles. These were used as the basis for comparing the total responses of the children on the post-test.

The following data were gathered: responses of thirty-one children to twenty-five picture card items on pretest and post-test, parental attitudes of twenty-three mothers and nineteen fathers indicated on a questionnaire of the same twenty-five items, and the responses hypothesized by the researcher to the twenty-five items. Chi-square was calculated comparing the children's pretest and post-test results, comparing the mothers' and fathers' responses, comparing the total responses of the children on the post-test items to both the beliefs of the researcher and to the total responses of the parents.

CONCLUSIONS

On the basis of the data presented in this investigation and within the limits of this study, the following conclusions appear warranted:

1. Change in attitude was evident on four out of twenty-five items on sex roles when chi-square was calculated comparing the children's pretest and post-test results. These were watching television, painting a wall, barbecuing outside, and hanging clothes on a line.
2. When presented twenty-five items to indicate male, female, or both, mothers and fathers agreed on sex role behavior with the

exception of feeding a baby. About two thirds of the mothers indicated both; two thirds of the fathers felt only mothers appropriately feed a baby.

3. For the children's post-test, the total number of responses for male, for female, and for both were compared to the respective responses of the parents. The data revealed that there was no significant difference between the children's and parents' attitudes about sex roles.
4. The total responses of the children to the twenty-five post-test items were compared to the beliefs of the researcher. There proved to be a significant difference at the .01 level when chi-square was calculated. Possible reasons included (a) the researcher's beliefs were in keeping with the shifting roles of men and women; (b) the unit was a brief exposure for the children to many activities done by men and women; (c) at the first grade level children have received most of their impressions about the roles of men and women from their own home and family; and (d) a question remains about whether every child understood the test picture cards.

RECOMMENDATIONS

The two teachers and the instructional aide made the following comments and suggestions which may be taken into consideration by anyone using these materials involving the unit and test:

1. The unit could be improved by using fewer tapes or more variety in visuals and presentations.

2. Part B of the unit seemed too short and simple for first grade children. This part could be changed or eliminated.
3. Part O, making a booklet about the family, was done early in the unit by drawing mother, father, and family members on separate sheets and covering with construction paper on which were pasted magazine cutouts of all family members. This could be used to replace Part B.
4. As an outgrowth of the unit, the instructional aide developed a daily check sheet to be used at home, "How I Help My Family At Home."¹ Listed were such activities as "make my bed, set the table, sweep, and feed a pet." The writer recommends that such a sheet be added to the unit.
5. The instructional aide, who drew the stick figure pictures and administered the test, doubted whether all of the children understood what the picture cards were trying to portray. She suggested discussing each picture with the group before testing, saying, "What does it show this person doing?"

The writer makes the following recommendations as the basis for improvement of this project and for further research:

1. Change and adapt this unit for use with a larger sampling of children in another geographic area.
2. Adapt and use this unit with five year olds or seven year olds.
3. Develop a series of units on sex roles for five, six, and seven year olds.

¹For a copy of the check sheet refer to Appendix A, page 71.

4. Devise another means of testing the effectiveness of the unit.
5. Develop other units for use in early childhood education where individual and small group instruction is used.
6. Study the integration of family life education with the elementary school curriculum in South Dakota and in other states.

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APPENDICES

APPENDIX A

UNIT: SHIFTING SEX ROLES

GRADE: ONE

Pretest

- A. Tape: Introduction
- B. Pictures: Which grownup?
- C. Tape: Helping with home and family--indoors
- D. Song: "Mulberry Bush"
- E. Tape: Helping with home and family--outdoors
- F. Role play or puppets: Situations
- G. Tape: Papa Small
- H. Discussion of Papa Small and finger play
- I. Tape: Fun time
- J. Pictures: Fun time
- K. Tape: Male jobs
- L. Pictures and ?--male jobs
- M. Tape: Female jobs
- N. Pictures and ?--female jobs
- O. Booklet: "My Family"

Post-test

Note to teacher: This unit on shifting sex roles is designed to be used in a classroom situation utilizing individual and small group instruction. One to four children can listen to a tape (A, C, E, G, I, K, and M) and see the visuals at one time. The size of groups for singing (D), role playing or puppets (F), and discussion and finger play (H) may vary, with five to eight the suggested group size. Picture sets (B, J, L, and N) will be used individually, as will the pretest and post-test.

During the unit---

1. Make use of opportunities to point out situations in which family members help one another. For example, in a reading story a father may help care for the children, or someone may tell about his family working together on something. Emphasize these examples.
2. Repeat group activities as time allows throughout the unit. These are the song (D), role play or puppets (F), and finger play (H).
3. Make any type of puppets before reaching F.
4. Anytime during the unit have children make a booklet (O), "My Family." Have magazines available so the children can cut and paste pictures. Those with small families could help someone having many family members.
5. Set up a play corner, if possible, to allow acting out the roles of mother and father.

A. Tape: Introduction (1-40)

Families start with a man and woman who become husband and wife. Look at the first picture. This is a couple that just got married.

Turn to picture two.

If there are children, the husband and wife become father and mother. We call them parents. All families are different; some have many children and some don't have any children. They live in different places and do different things. Look at the picture of the family. See the father and mother. Who else is at the table besides children?

Some families have only one parent. Sometimes an aunt or grandmother helps raise the family. Do you know some families that aren't the same as yours? Think of the ways they are different.

Fathers have different kinds of jobs outside the home. They also help at home in different ways. Some daddies like to cook now and then; others play with the children or mow and rake the lawn as their way of helping.

Turn to picture three.

Are all mothers at home during the day? Does your mother work away from home? Mothers have many things to do at home. A mother usually cooks meals and takes care of children, but she may also help father mow the lawn or paint the house. Look at the picture of the sick little girl. Mother and brother are helping to take care of her.

Turn to picture four.

Parents do many things to help children. They help them to have fun, to stay healthy, and to understand new things. Children can also

do many things to help parents and other members of the family. Boys and girls can help take care of younger children or set the table for dinner or pick up their own clothes.

Look at the picture. What is each child doing to help? The first girl is sweeping the sidewalk and her brother is picking up sticks so the yard will look nice. The boy with the shovel and warm coat is shoveling snow in the winter time. The other boy is helping with farm chores by feeding the pigs. Which of these things do you help do? In what other ways do you help at home?

A mother does many things at home for the family; she also has fun, and sometimes has a job away from home. A father helps with many things at home in taking care of the family, has fun, and has a job, too. Boys and girls are busy helping and playing and learning. On another tape we will be talking more about how all family members help each other.

When you have time, you may color these pictures.

This is the end of the introduction tape. Stop the machine or ask your teacher to do so.

Note to teacher: The four dittoed pictures used with this tape recording were all from 3M Company materials:

- (1) HE-9S,
- (2) SHES-4162-B,
- (3) SHES-4162-N,
- (4) SHES-4161-O.

B. Pictures: Which grownup?

Teacher: Which grownup will each child grow up to be? Place the picture in the right envelope for mother or father. Wait for me to check your work.

Note to teacher: Give the child six to eight pictures of boys and girls of all ages and two small envelopes, one containing a picture of a mother and the other a picture of a father. There are enough sets and pictures for six children to do this activity at one time. Check the contents of each envelope before starting another child on the set.

C. Tape: Helping with Home and Family--Indoors (45-107)

Look at picture one while you listen to this poem¹ about families.

I think a mother's work is fun,
How much she pleases everyone!
She cooks and sews and keeps things clean
And cares for children in between.

She does each daily shopping chore,
And then finds time to do much more,
Like taking children here and there,
To school, to meetings, everywhere.

With Daddy helping day by day,
And children, too, in their own way,
It will be nice as it can be
To raise a happy family.

This picture shows parents with a baby and little girl. They are a family.

Turn to picture two.

Mothers usually do the cooking and baking in most families. But many daddies help in different ways. This daddy and boy are whipping up something good to eat.

Some fathers make coffee for breakfast or set the table or wash or dry dishes. Others cook things like pizza or hamburgers barbecued outside. One daddy likes to bake chocolate chip cookies. This is one way fathers help mothers at home.

Turn to picture three.

Another time when your dad can help cook is when mother is sick or

¹Donald L. Gelb, What I Will Be From A to Z. Chicago: National Dairy Council, 1960, p. 9.

away from home. This father fixed breakfast for this mother. He is serving her in bed.

Boys and girls help too--by setting the table, picking up things to put away, drying some dishes, or taking out the wastebasket.

Turn to picture four.

Cleaning the house is done mostly by mothers, too. Look at the picture of the mother ready to clean. Many times everyone in the family helps clean. Children can pick up toys; mother may sweep and dust while father vacuums or picks up papers and magazines. Perhaps father may clean the car or basement instead. In some families everyone may help mother clean inside the house; then each may help father clean the garage. But everyone in the family helps to keep things looking nice and neat and then helps with the cleaning when things are dirty.

Turn to picture five.

Clothes get dirty in all families. Usually mother washes, dries or hangs the clothes, and irons them. Look at the picture of the mother who is ironing. She must be tired.

Sometimes the family wash is done at a launderette. Have you been in one? Did you see fathers washing and drying clothes? Some fathers do wash clothes. In some families the dad and older boys press their own trousers.

Turn to picture six.

Taking care of children is done by both mothers and fathers. When mothers are at home with small children, they spend more time and do more things in taking care of children.

Think of some of the ways fathers help take care of children. The father in this picture is going to heat a bottle and feed the baby in the middle of the night. Daddies also read stories, play with children, and put them to bed.

All families are different. Family members help each other in different ways. Inside the house mother has much work to do. But father sometimes helps by cooking or baking, helping to pick up and clean, by washing clothes or pressing his own trousers, and taking care of the children. Just remember that we said all families are different. Some daddies may help in other ways.

This is the end of the tape about helping with the home and family indoors. Stop the machine or ask your teacher to stop it.

D. Song: "Mulberry Bush"

Teacher: Let's sing "Here We Go 'Round the Mulberry Bush." You can make up the words and actions. Let's start by thinking of ways family members help in the house. We'll sing the chorus through first for practice. "Here we go . . ."

Examples for verses: "This is the way _____."

Mom washes the dishes.

Dad hangs the clothes.

girls push the buggy.

boys pick up toys.

Note to Teacher: Encourage several verses about one activity with each family member helping, such as cleaning, doing dishes, etc. Some discussion may seem appropriate. "Could everyone do that? Do you think a father might help with that? Let's have each member of the family do that." When used later in the unit, ideas might center on

one area at a time: Helping with home and family--indoors

Helping with home and family--outdoors

Fun time

Jobs--male and female

E. Tape: Helping with Home and Family--Outdoors (110-172)

We have already talked about ways mothers and fathers help the family in the house. Both mothers and fathers cook and clean sometimes and take care of children.

Look at picture one.

Another important job for family members is taking care of the lawn and garden in the summer. This shows a lady mowing the lawn. Some mothers enjoy mowing or picking up branches and papers.

Look at picture two.

Boys and fathers often do yard jobs, too. While mother mows, father may trim the trees. That's a big job--one for fathers and grandfathers. How can boys and girls help? Do you carry branches or rake leaves?

Look at picture three.

Family members of nearly every age can help outside. Here you see a mother and a father picking up leaves together.

Look at picture four.

Mothers often grow flowers or vegetables in a garden. They spend time watering, hoeing, and picking beans or flowers. Many dads like to work in the garden. Here you see a daddy pulling weeds.

Look at picture five.

In South Dakota many fathers are farmers. In the picture you see the farmer plowing. The farmer also puts up hay, feeds cattle, and harvests crops. A mother may help with chores like feeding chickens or sometimes driving the tractor.

Look at picture six.

Father and son are fixing the bicycle. Mother is watching and may be helping by holding the wheel or handing them tools. Father does the fixing while mother and son watch and help. Do you sometimes help in this way?

Look at picture seven.

In the winter time we get much snow in this area. This boy is shoveling snow. Some families take turns doing things like this. If the father and boys are busy, mother or girls could shovel the sidewalk.

Look at picture eight.

Shopping is another thing families do. There are groceries to buy, paper and pencils to get, and clothes to purchase for everyone. This father bought food and soap at the grocery store. The whole family may shop together sometimes.

Outside the house fathers have much work to do including chores, fixing things, and yard work. Mothers and children can help with most of these things. Everyone can help take care of the lawn or do the gardening or wash the car. What things do you help with outside the house?

Later you will hear another tape. That one will be a story about a family that works together.

This is the end of the tape concerning helping with home and family outdoors. Stop the machine or ask your teacher to stop it.

F. Role Play or Puppets: Situations

Note to teacher: These situations may be acted out using puppets or role playing. Guide the children with further questions as needed.

Omit the directions to act or pretend after the first few situations, if possible. Any number of these may be used with a particular group of children. After doing a few situations, encourage them to make up their own. Encourage and allow freedom and creativity.

1. Mother and father are traveling and get hungry. They stop at a cafe. Pretend you are the father and do what he would do. Pretend you are the mother and do what she would do.
2. Mother and father are driving. The car wobbles back and forth and goes crooked as father slows the car to a stop. Act as mother and father would.
3. Mother and father decide to go to a movie at the theater one evening. Do what they would do when they get there.
4. Mother and father awaken in the morning. They are both hungry. They both go to the kitchen. Father has to go to work in just a few minutes. Pretend you are the mother and father. Do what they would do.
5. The radio warns that a bad storm and possible tornado are coming. Mother, father, and the children are at home. Act out what the family would do. (Consider children and possible fears.)
6. The family wants to clean up the yard around their house. Do what you would need to do to make your yard look nice.

7. The family decides to take a weekend trip. Do what you would need to do to take a short trip.
8. The phone rings. Father answers and talks a few minutes. He hangs up and tells the family that Uncle Harry will stop to see them in a few minutes and stay for supper. The house doesn't look ready for company. Pretend you are the family members.

G. Tape: Papa Small² (175-330) (*** indicates bell)

I have chosen a book I think you'll like. The story is about a man and his family. His name is Papa Small. I shall read the story while you look at the pictures. While you listen to the story, think how everyone in the family helps. What does Papa Small do? Mama Small? How do the children help?

Each time you hear the bell ring, like this ***, turn the page.

Now look at the cover; when the bell rings open the cover. ***

Now you are looking at a page with small squares. ***

When you turn, you see a blank page. ***

Now you see another blank page. ***

This page is blue. It shows many pictures of Papa Small. One picture looks like a cowboy, another like a fireman. Find the picture of Papa Small ready to go fishing. If you are not on the blue page now, look at pages around it until you find it. ***

Did you turn the page? Now you can see the title of the book, Papa Small by Lois Lenski. Do you see Papa and the children? ***

When you turn the page you see a little picture of the Small family and their house. ***

Now you see the page where the story begins.

"Papa Small has a family. There is Mama Small and Baby Small. There are the small Smalls, Paul and Polly. They live in a big house on a hill. ***

²Lois Lenski, Papa Small. New York: Henry Z. Walck, Inc., 1951.

"Papa Small shaves in the morning. The small Smalls like to watch. ***

"Every morning Papa Small goes away to work. Paul and Polly Small wave good-by. ***

"Mama Small takes care of the house. She sweeps the floor. The small Smalls help. ***

"Mama Small cooks the meals. Paul and Polly Small help. They set the table. Baby Small is hungry. ***

"When Papa Small comes home, the small Smalls run to meet him." ***

Now you should be looking at the page where you see Papa coming home. If you aren't on that page, look at pages around it until you find it.

"Dinner is ready. The Smalls sit down to eat. Everything tastes good. ***

"Mama Small washes the dishes. Polly Small dries them. Paul Small puts them away. Papa Small rests. ***

"On Monday Mama Small washes the clothes. When Papa Small comes home he helps hang them on the line. ***

"On Tuesday Mama Small irons the clothes. Papa Small puts on a clean shirt. ***

"Papa Small likes to help around the house. On Wednesday he hangs a picture up for Mama. ***

"On Thursday Papa Small fixes the kitchen sink. The small Smalls watch. ***

"On Friday Papa Small cuts the grass. Paul Small rakes it up. Polly Small pushes Baby Small in the buggy. Mama Small rests. ***

"On Saturday the Smalls go to town. Papa Small drives the little auto. They come to the Super Market. They park in front. ***

"Papa and Mama Small buy groceries. The small Smalls help. ***

"Papa and Mama Small and the small Smalls take their groceries to the little auto. They drive home again. ***

"Papa Small plows the garden. Paul Small hoes. Polly Small rakes. Mama Small plants the seeds. ***

"On Sunday the Smalls go to church. They drive in the little auto. They park the car and walk. ***

"The small Smalls sit still in church. They listen and sing. Papa Small sings, too. Baby Small cries, and has to be taken out. ***

"When they get home, Papa Small helps cook Sunday dinner. He brings in the food. ***

"In the afternoon the Smalls go out in the little auto. They ride in the park. The flowers are blooming. The birds are singing. ***

"When night comes, the small Smalls are tired. Papa Small reads them a story. Mama Small gets the beds ready. ***

"'Good night, Papa Small.' 'Good night, Mama Small.' And that's all about the small Smalls!"

I liked that story. I hope you did, too. Think about what things Mama Small did for the family. How did Papa Small help at home? What did Paul and Polly do to help? You will talk about the story soon.

This is the end of the tape of Papa Small. Stop the machine or ask your teacher to stop it.

H. Discussion of Papa Small and Finger Play

Discussion Questions (to be used only as a guide):

1. Name some of the ways Mama Small helped the family.
(cleaned the house, cooked meals, washed dishes, washed clothes, ironed, planted seeds, got beds ready, took care of children)
2. Did Paul and Polly help with some of these things?
(cooking, dishes, cleaning, gardening, watching baby)
3. How do you feel when you are asked to watch the baby or younger brother or sister? What do you do if you get tired?
(help children see their responsibility)
4. Paul and Polly Small helped rake and hoe in their yard and garden. Do you help in this way without being asked? With what other things do you help?
5. Papa Small went away to work but he also helped when he was at home. In what ways did Papa Small help at home?
(Monday--helped hang clothes, Wednesday--hung picture, Thursday--fixed the kitchen sink, Friday--cut the grass, Saturday--drove auto, helped buy groceries, plowed the garden, Sunday--helped cook dinner and served it, took the family to the park, read a bedtime story)
6. What things did the family do together?
(work--garden on Saturday, fun--park on Sunday, also church)
7. Does your family sometimes do special things together on Sunday?

Finger Play

Note to teacher: In connection with the story, Papa Small, substitute the names of the Small family members and let the children make up the third line to go with the story. At other times, use Mother Finger. Move each finger as doing that verse.

Teacher: We're going to play a finger game now about the Small family.

Your thumb will be Mama Small. "Good morning, Mama Small."

(move) Your first finger will be Papa. "Good morning, Papa

Small." Your middle finger will be Paul. "Good morning, Paul

Small." The ring finger will be Polly. "Good morning, Polly

Small." And Baby Small is the little finger. "Good morning,

Baby Small." First let's think of things Mama Small did so

we can put them in a verse. Name one thing mother did.

(Comments--cook the dinner, wash the dishes) Listen while I

do it first: "Good morning, Mama Small,
(or Mother Finger)

What will you do today?

I'll _____

That's what I'll do today."

I. Tape: Fun Time (333-418)

Families have time for fun as well as work.

Look at picture one.

Mother and father are having fun playing with the baby. How do you think the baby feels about this?

Look at picture two.

In the summer families spend their extra time camping, vacationing, or picnicking. Everyone is enjoying this picnic. The boys and father are cooking. After the picnic they might all play ball together or go for a walk. Have you and your family gone on a picnic lately?

Look at picture three.

Families also play games together. This family is playing a game. This looks like fun for a rainy or snowy day when everyone stays inside.

Look at picture four.

Mother and father have fun together. This mother and father are golfing. What else do mothers and fathers do? They may go bowling, dancing, or horseback riding.

Look at picture five.

Fathers and grandfathers enjoy being alone sometimes. Here we see a grandfather fishing alone. At other times the whole family may go fishing.

Look at picture six.

Mother is sewing a dress. Some mothers may relax all alone by sewing or knitting. Other mothers may like to do other things in their free time.

Look at picture seven.

Sometimes spare time is spent resting. Do you remember in the story of Papa Small how Mama rested while the other family members worked in the yard? Another time Papa Small rested. Here you see a father relaxing and reading the newspaper. Mother is knitting. At other times either mother or father may play the piano or watch TV or take a nap.

Look at picture eight.

Another fun time is when the relatives can all be together. Do you see grandfather in this picture? Grandmother? Sometimes aunts and uncles and cousins come to visit, too.

Fun times may be had with the whole family together, or with just the parents together, or with mother alone, or father alone. Children also have many fun things to do during play time.

You may now like to look at the pictures of fun activities in the envelope marked "Fun Time." If you have questions about some of them, ask your teacher.

Stop the machine.

J. Pictures: Fun Time

Note to teacher: Many pictures showing leisure and recreational activities are in a large envelope marked "Fun Time." The children are encouraged to look at these at the end of the tape on fun time (I). Questions may arise about pictures depicting recreational activities that are new to some children.

K. Tape: Male Jobs (Side 2, 0-63)

Fathers work at many different kinds of jobs. I will tell you about some of them. Think about the job your father does, your grandfather, your uncle, and a friend.

Now look at picture one.

This father is a farmer, who is feeding the cattle. Many fathers are farmers in this area. Someone else's father may drive the truck which takes cattle to market. Another man grinds feed, and another helps build trucks and tractors for farmers to use.

Look at picture two.

This man fixes car engines. Here we see him checking the oil. Other men make the oil, build the engines, or fill the gasoline tank.

Look at picture three.

This shows dads who are in the service. The man in white is in the navy. He sails on ships. The other men are in the army. Some men also serve in the air force. Some men do this for only a few years, others serve most of their lives.

Look at picture four.

This man is a priest or preacher. His work is in the church-- preaching, visiting people, and performing weddings. Other people help with the work of the church by teaching Sunday school or singing in the choir or visiting people. Many mothers and fathers do those things.

Look at picture five.

These men bring us the news and entertainment by taking pictures and talking over radio and television. Other men, as well as women,

find out the news, write the stories, and arrange the programs.

Look at picture six.

This father is called a chef. Say the word chef. He cooks food at a restaurant. Other men bake bread and cookies at a bakery. At home some fathers cook just for fun.

Look at picture seven.

This is a businessman. He works at a desk most of the time. Do you know any fathers who work at a desk? Other businessmen sell things like groceries, shoes, clothes, furniture, lumber, or cars. Women also sell many things or work at desks.

Look at picture eight.

Coaching and teaching is the job of this man. He helps boys and girls learn many new things. At the high school, there are men teaching science, music, math, and physical education. The superintendent and high school principal are fathers, too.

There are many other jobs that fathers do. Think of some jobs I didn't name. Did you think of a policeman? a doctor? a mailman? a carpenter? Everyone's father or grandfather has an important job to do.

Look at the pictures which your teacher has of jobs for men. The last card has a question mark on it. You think of another job that a man may do. Draw one or more pictures of fathers at work.

This is the end of the tape about jobs for fathers. Stop the machine or ask your teacher to do so, and put down the pictures.

L. Pictures and ?--Male

This is a set of pictures showing men at work. The set includes pictures on transparent sheets; the last sheet has a large question mark. Allow the children to look through the pictures and then to draw one or more pictures of fathers at work. Encourage each child to draw his own father at work. Some children may draw several pictures.

M. Tape: Female Jobs (Side 2, 65-109)

Some mothers work outside the home. Does your mother work? Look at the pictures while I tell about some jobs mothers do.

Look at picture one.

This mother works in an office as a secretary. She takes notes, types letters, and answers the telephone. She may also keep track of the money on her job.

Turn to picture two.

See the woman mixing a cake. A mother may cook in a bakery, a cafe, a school lunchroom, or a retirement home. Do you know any cooks? Sometimes they are men.

Turn to picture three.

That lady is a teacher. Do you know some teachers? Your teachers are mothers, too. They help boys and girls at home and also at school. But remember that men are teachers, too.

Turn to picture four.

The beauty operator curled the woman's hair. Now she is fixing her fingernails. Usually ladies are beauty operators but sometimes men fix hair.

Turn to picture five.

This woman works at a desk and uses many books. She is a lawyer. Usually men are lawyers, but some women also are.

Turn to picture six.

What jobs do these mothers do? We know that they are nurses because they wear uniforms and nurses' caps. They may work at a hospital

or clinic or retirement home helping sick people. One could be a county nurse or school nurse.

Mothers sometimes work at jobs away from home besides doing all their work at home. If a mother works, boys and girls must help even more at home.

Look at the pictures of jobs for women which your teacher has. The last card has a question mark on it. You think of another job that a mother may do. Draw one or more pictures of mothers at work. If your mother works away from home, draw her.

This is the end of the tape about jobs for mothers. Stop the machine or ask your teacher to do so, and put down the pictures.

N. Pictures and ?--Female

This is a set of pictures showing women at work. The set includes pictures on transparent sheets stapled to cards; the last card has a large question mark. Allow the children to look through the pictures and then to draw one or more pictures of mothers at work. Encourage each child to draw his own mother if she works.

O. Booklet: "My Family"

During the unit, have each child make a booklet about his family. A child from a small family may finish sooner and be able to help a child from a larger family. Encourage cutting and pasting for at least some of the booklet.

APPENDIX B

Pretest and Post-test Directions

Note to teacher: Have a set of three envelopes placed on the table for each child to be tested, allowing plenty of room between them. If possible, have little or no noise or activity in the testing room. Record each child's responses on one of the sheets provided. If time is limited for immediate recording, place cards inside envelopes and put with the sheet containing that child's name.

Teacher: Look at the three pictures in front of you. I will give you some picture cards showing someone doing something. If only mothers would do the thing you see, place that card beside the mother's picture. If only fathers would do the thing you see, place that card beside the father's picture. Sometimes either mother or father could do some things. Place those cards beside the picture showing both a mother and a father. We will do one card together. (Hand out cards.) Look at the top card (sample) and think about what the person is doing. Would only a mother do this? Would only a father do this? Could either mother or father do this? (Comments) Place the card beside the picture of mother and father because either one pushes children in swings sometimes. Do the rest of the cards in the same way.

Note to teacher: Use first column for pretest, second for post-test. Indicate child's placement of cards by: M = male
F = female
B = both or either

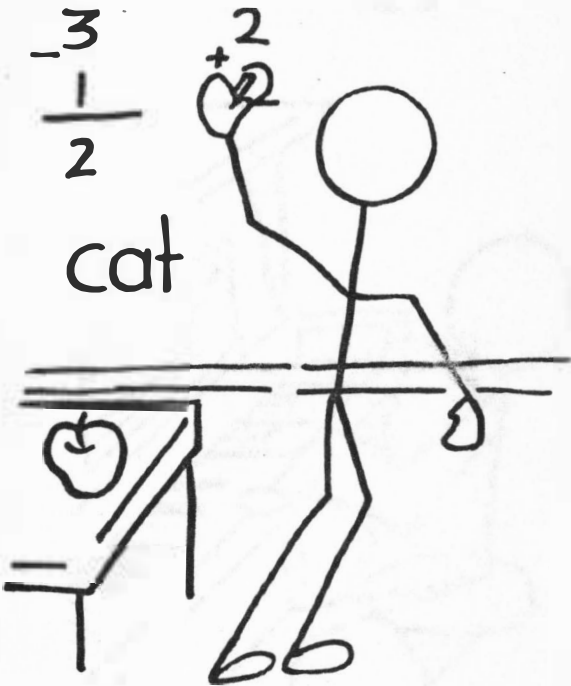
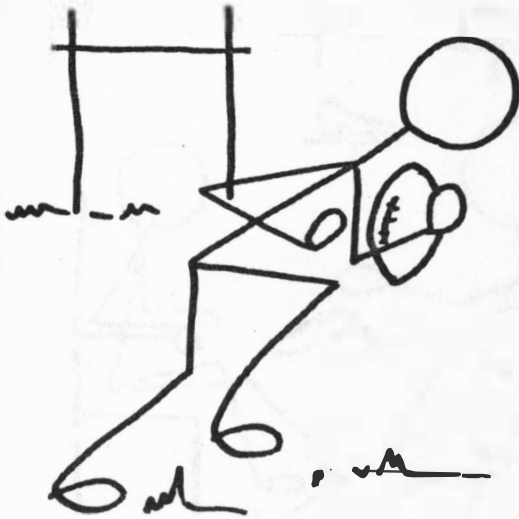
Name _____

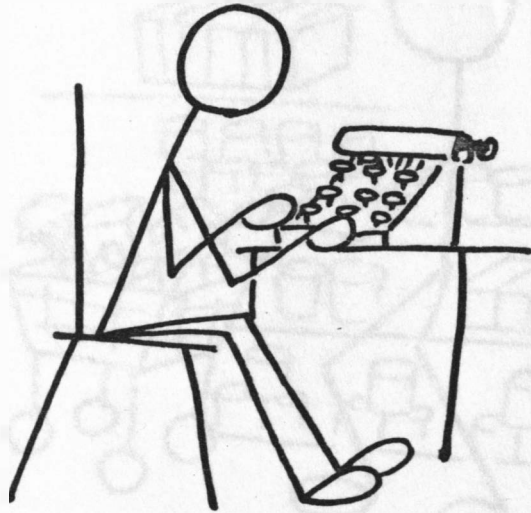
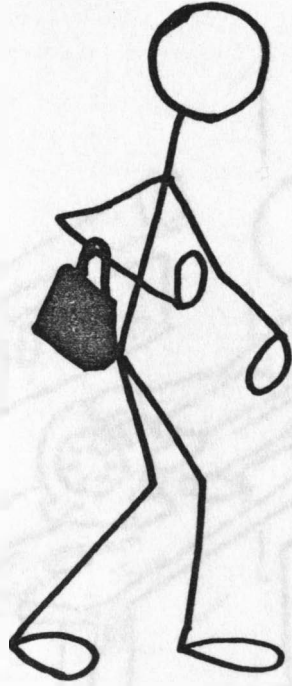
Birth date _____

School _____

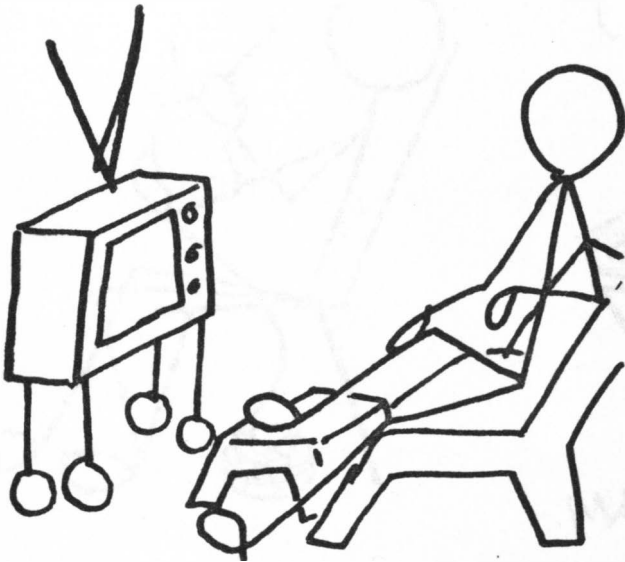
	<u>Pre- test</u>	<u>Post- test</u>		<u>Pre- test</u>	<u>Post- test</u>
Sample: Swing children	_____	_____	21. Fixing motor at bench	_____	_____
1. Watching television	_____	_____	22. Putting children in bed	_____	_____
2. Playing with baby	_____	_____	23. Shopping for groceries	_____	_____
3. Driving tractor	_____	_____	24. Hanging clothes on line	_____	_____
4. Typing	_____	_____	25. Crying	_____	_____
5. Drying dishes	_____	_____			
6. Playing football	_____	_____			
7. Teaching school	_____	_____			
8. Feeding baby	_____	_____			
9. Driving car	_____	_____			
10. Painting wall	_____	_____			
11. Mowing grass	_____	_____			
12. Playing piano	_____	_____			
13. Selling shoes	_____	_____			
14. Knitting	_____	_____			
15. Barbecuing outside	_____	_____			
16. Carrying purse	_____	_____			
17. Smoking pipe	_____	_____			
18. Cooking at stove	_____	_____			
19. Sawing tree branch	_____	_____			
20. Doctor	_____	_____			

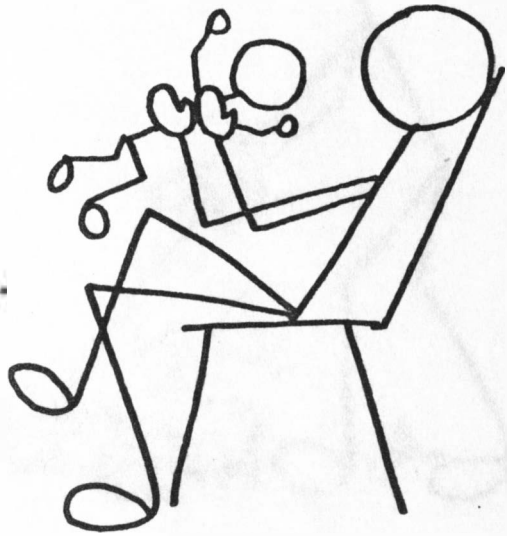
TWENTY-FIVE TEST PICTURES AND ONE SAMPLE PICTURE

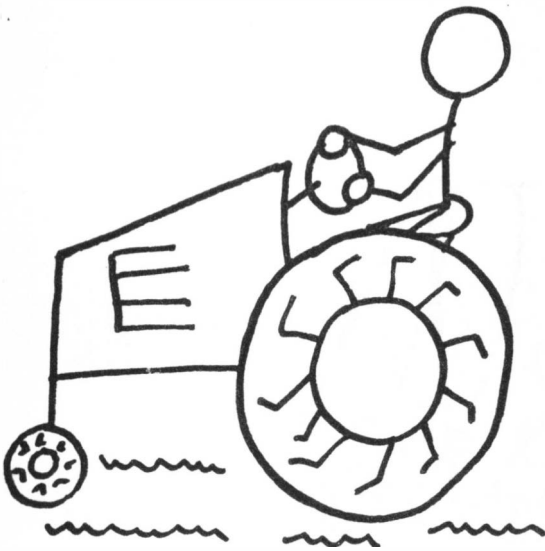
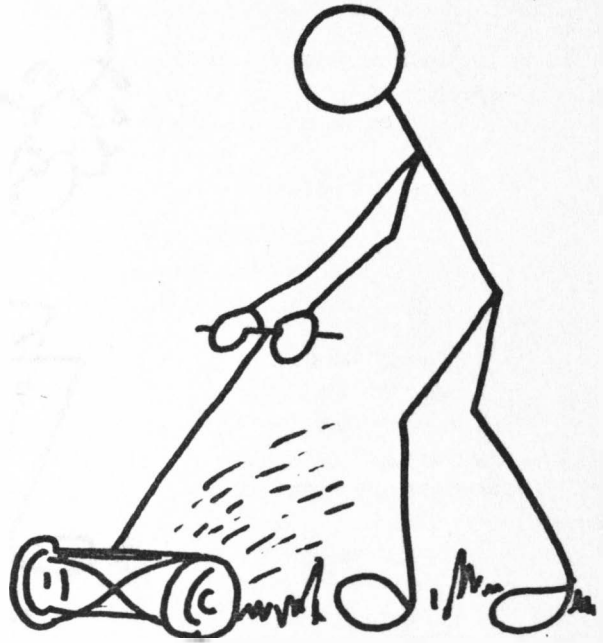














APPENDIX C

Howard Public School
Howard, South Dakota
October 22, 1969

Dear parents of first graders,

As a part of my graduate work in Home Economics Education at South Dakota State University, I prepared a unit for first grade social studies relating to family life. The unit is concerned with roles of men and women and helping the children clarify their roles. This unit is currently being studied by the first graders in Howard.

I would appreciate each mother and each father completing a copy of the attached questionnaire. Your responses will be compared to the children's responses to the same items in picture form. Please indicate only male or female; do not sign your name to the sheet.

Have your child return the completed questionnaires to the first grade teachers Monday or Tuesday, or mail them to me by Thursday, October 30.

Thank you in advance for your cooperation.

Sincerely,

(Mrs.) Janelle Jones
Home Economics Teacher

Please do not indicate your name, only sex: Male, Female

This is a questionnaire concerning male and female roles. There are no right or wrong answers. Indicate those activities appropriate only for women, those appropriate only for men, and those appropriate for both or either. Indicate your feelings by marking: M = male or men

F = female

B = both or either

- | | |
|---|--|
| <input type="checkbox"/> 1. Watching television | <input type="checkbox"/> 22. Putting children in bed |
| <input type="checkbox"/> 2. Playing with baby | <input type="checkbox"/> 23. Shopping for groceries |
| <input type="checkbox"/> 3. Driving tractor | <input type="checkbox"/> 24. Hanging clothes on line |
| <input type="checkbox"/> 4. Typing | <input type="checkbox"/> 25. Crying |
| <input type="checkbox"/> 5. Drying dishes | |
| <input type="checkbox"/> 6. Playing football | |
| <input type="checkbox"/> 7. Teaching school | |
| <input type="checkbox"/> 8. Feeding baby | |
| <input type="checkbox"/> 9. Driving car | |
| <input type="checkbox"/> 10. Painting wall | |
| <input type="checkbox"/> 11. Mowing grass | |
| <input type="checkbox"/> 12. Playing piano | |
| <input type="checkbox"/> 13. Selling shoes | |
| <input type="checkbox"/> 14. Knitting | |
| <input type="checkbox"/> 15. Barbecuing outside | |
| <input type="checkbox"/> 16. Carrying purse | |
| <input type="checkbox"/> 17. Smoking pipe | |
| <input type="checkbox"/> 18. Cooking at stove | |
| <input type="checkbox"/> 19. Sawing tree branch | |
| <input type="checkbox"/> 20. Doctor | |
| <input type="checkbox"/> 21. Fixing motor at work bench | |

APPENDIX D

RESPONSES INDICATING PARENTAL ATTITUDES OF NINETEEN FATHERS
AND TWENTY-THREE MOTHERS ABOUT TWENTY-FIVE
ITEMS RELATING TO SEX ROLES

	Fathers			Mothers		
	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>
1. Watching television	0	0	19	0	0	23
2. Playing with baby	0	0	19	0	0	23
3. Driving tractor	13	0	6	13	0	10
4. Typing	0	3	16	0	2	21
5. Drying dishes	0	15	4	0	13	10
6. Playing football	18	0	0	21	0	1
7. Teaching school	1	1	17	0	0	22
8. Feeding baby	0	12	7	0	7	16
9. Driving car	0	0	19	0	0	23
10. Painting wall	1	6	12	1	3	19
11. Mowing grass	4	1	14	2	0	21
12. Playing piano	0	7	12	0	4	19
13. Selling shoes	5	0	14	4	0	19
14. Knitting	0	19	0	0	20	3
15. Barbecuing outside	0	4	15	4	1	18
16. Carrying purse	0	18	1	1	20	2
17. Smoking pipe	18	0	0	23	0	0
18. Cooking at stove	0	12	7	0	12	11
19. Sawing tree branch	12	0	7	17	0	6

	Fathers			Mothers		
	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>
20. Doctor	6	2	11	8	1	14
21. Fixing motor at work bench	19	0	0	20	0	3
22. Putting children in bed	0	5	14	0	5	18
23. Shopping for groceries	0	8	11	0	10	13
24. Hanging clothes on line	0	16	3	0	18	5
25. Crying	0	14	4	1	13	8

PRETEST AND POST-TEST RESULTS OF THIRTY-ONE CHILDREN
AND THE WRITER'S BELIEFS ABOUT TWENTY-FIVE
ITEMS RELATING TO SEX ROLES

<u>Item</u>	<u>Pretest</u>			<u>Post-test</u>			<u>Writer's Beliefs</u>		
	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>
1. Watching television	13	2	16	6	0	25			X
2. Playing with baby	3	20	8	5	14	12			X
3. Driving tractor	29	1	1	29	2	0			X
4. Typing	9	14	8	9	8	14			X
5. Drying dishes	0	27	4	2	23	6			X
6. Playing football	27	3	1	21	3	7	X		
7. Teaching school	8	15	8	3	13	15			X
8. Feeding baby	1	24	6	1	18	12			X
9. Driving car	7	4	20	6	1	24			X
10. Painting wall	16	0	15	12	7	12			X
11. Mowing grass	18	6	7	18	1	12			X
12. Playing piano	1	17	13	2	18	11			X
13. Selling shoes	10	9	12	10	5	16			X
14. Knitting	1	26	4	2	27	2		X	

<u>Item</u>	<u>Pretest</u>			<u>Post-test</u>			<u>Writer's Beliefs</u>		
	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>	<u>Male</u>	<u>Female</u>	<u>Both</u>
15. Barbecuing outside	6	16	9	4	7	20			X
16. Carrying purse	2	26	3	2	26	3		X	
17. Smoking pipe	28	0	3	25	1	4	X		
18. Cooking at stove	0	23	3	2	24	5			X
19. Sawing tree branch	30	0	1	27	2	2	X		
20. Doctor	18	6	7	16	7	8			X
21. Fixing motor at work bench	26	4	1	25	3	3	X		
22. Putting children in bed	2	17	12	2	8	21			X
23. Shopping for groceries	1	22	8	2	17	12			X
24. Hanging clothes on line	2	26	3	3	17	11			X
25. Crying	7	16	8	3	16	12		X	