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CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

➤ A FAMILY LIFE EDUCATION CURRICULUM FOR THE
SECONDARY SCHOOL

A Project submitted to the
Faculty of the School of Education
In Partial Fulfillment of the Requirements
of the Degree of
MASTER OF ARTS
in
Education: Secondary Option

By
Virginia A. Sisk
San Bernardino, California
1986

Approved By

Advisor:

Committee Member:

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SUMMARY

Family Life Education in the Secondary School Curriculum

Virginia A. Sisk
California State University, San Bernardino, 1986

Statement of the Problem

The purpose of this project was to explore and critique Family Life Education programs for the Secondary School curriculum. The basic goal of this endeavor was to describe, improve, and evaluate, various effective approaches to Family Life Education. This study describes the need for Family Life Education, the different modes and characteristics of programs and the recent research findings and major trends for Family Life Education.

Procedures

In order to fulfill the major purpose of this project in developing and evaluating various approaches to Family Life Education, a review of the literature identified what research data has shown to be an effective curriculum. Students and community professionals were surveyed to identify and rate important characteristics and needs of Family Life Education programs. Four areas of the curriculum were selected and developed into teaching units as an initial means of implementation. Evaluation of each phase of the curriculum is, as it should be, ongoing as the emphasis is emerging as a priority in the '80's.

Results

The result of this project is a comprehensive curriculum plan for a one semester program in Family Life Education. It became evident that no one program or plan is presently comprehensive enough in scope to meet completely the needs of the adolescent student. Programs must be gleaned from a variety of resources and continually updated to meet the needs of the Family Life Education student.

Conclusions and Implications

The goals of Family Life Education are demanding and are far more difficult to achieve than the goals of many other content areas in education. More important than in vocational or academic subjects are teacher personalities, the socio-economic background of the student and the nature of the subject matter itself. Most other classes are not evaluated by measuring their impact upon the student's attitudes, skills, and behavior outside the classroom. Students in the evaluated programs have claimed that these classes had positive affects upon them. Parents, through written and verbal surveys, also support the programs and believe they are effective. Through continued development and careful evaluation, Family Life Education curriculum will be improved and offered to a broader population. Subsequently, social impact will be widespread. Due to increased statistical gathering the areas of teenage suicide, pregnancy, dropout, and

stress reaction, schools are increasingly being called upon to become more deeply involved in the social problems of the adolescent.

GENERAL INTRODUCTION

The terms "Family Life Education" and "Sex Education," have been used to describe a variety of courses which seek to provide learning experiences relating to the needs and interests of adolescent development. Many misconceptions as well as the concerns of parents, church and community have confused the function and content of Family Life Education. To date there is a lack of curriculum in this area which is comprehensive in scope and, at the same time, acceptable to both parents and community. Most of the current available curriculum is a "band-aid" approach for solving some adolescent problems, such as pregnancy, venereal disease, child abuse, and misinformation about contraception. It has been shown students desire help in solving problems and coping with situations relating to personal and interpersonal relationships. Many adolescents today are confronted with a changing family structure, a breakdown of the nuclear family, single parent families and limited extended family relationships. Their reactions to these changes, if not redirected, may adversely affect the society we all must share in the future.

Much of the curricula for Family Life Education has largely been determined by Boards of Education, school administrators, and teachers, from various curricular backgrounds with little input from parents and/or students. Researchers are finding that they need the participation of both parents and students in selecting a curriculum which is sensitive to the special

characteristics and needs of adolescents and their families.¹ Teachers and administrators need to be sensitive to the fact that the content and the methods used to deploy Family Life Education may have different affects on white and minority students, males and females, preteen and teen, and urban and rural participants. At this time there is insufficient evidence and information upon which to base specific recommendations for each area, but there is a need to pay explicit attention to cultural appropriateness in program planning and implementation.²

One thrust of the curriculum which has been proven as necessary is the exposure of the student to the public health resources available to adolescents and their families.

While not inclusive to Family Life Education, the areas of the curriculum to be explored will include 1) awareness of individual potential and the development of self-esteem, 2) challenges and crises which affect individual and family members, 3) parenting skills and the resources needed to raise a family, and 4) the grief process and ways families and individuals deal with death.

¹ Yarber, William L. "Student Perceptions of Need for Family Life and Sex Education," Education (Spring 1981): 279-283.

² Lynne Cooper, M.P.H., "The Effectiveness of Family Life Education in Twelve California School Districts", Family Life Educator (Spring 1983): 12-14.

The epidemic status of teenage social problems has increased the need to provide Family Life Education in all schools. This paper prescribes a curriculum which would meet the needs of contemporary youth at the secondary level in specific areas which appear basic to all human beings.

REVIEW OF THE RELATED LITERATURE

The complex interaction of reproductive biology, social psychology and individual social learning differences within families presents a complex challenge for developing a curricula to fit the specific needs of students. Research shows that the most effective curricula is based on input from parents and teenagers acquired through a needs assessment program. The PRECEDE Model for Planning School Based Sexuality Programs is founded on three specific directives: (1) to explore the effectiveness of a community needs assessment, to reduce traditional negative parent input, and to facilitate the use of the schools as a public health resource; (2) to identify curriculum development which will be acceptable to both parents and teenagers; and (3) to identify major differences in perceptions about sexuality between parents and adolescents.³ The research population in the PRECEDE study was a small mid-western community, and the significant findings showed major differences between parents and teenagers in the identification of adolescent social problems. The divergent views of parents and adolescents in agreeing with the problems of concern indicate to this researcher the underlying

³ Rubenson, Laura, and Baille, Lorraine, "Planning School Based Sexuality Programs Utilizing the PRECEDE Model," The Journal of School Health (April 1981): pg. 180-187.

need for better parent-child communication skills. The community needs assessment program in the PRECEDE model was found to be effective in reducing negative parent reaction to Family Life Education while gaining positive community reinforcement.

Previous investigations of family life education curricula have asked secondary students to indicate the need of support for Family Life Education in general but have not differentiated the sex of the research participant. William L. Yarber of Purdue University in his study of student perceptions of need for family life and sex education revealed the strong desire of all students for more information on human sexuality.⁴ This study was designed to disclose the views of third, sixth, ninth and twelfth grade students. Females desired more information than males at grades three and twelve. Twelfth grade males desired less information than males in the other three grades. This type of research at the same grade levels should be replicated to establish validity of conclusions. Assessment of student views on additional needs should be an established part of the curriculum development project.

A Family Life Education Program Development Project has been initiated in the Santa Cruz County schools with subsequent testing and evaluation in thirteen additional California school

⁴ Idem, Yarber, "Student Perceptions of Need for Family Life and Sex Education."

districts. This study has confirmed the importance of four key factors in curriculum development: the necessity for (1) community involvement and support; (2) the need for administrative involvement and active support; (3) the importance of student assessment in adapting an effective curriculum; and (4) insistence upon teacher training which enables teachers to understand and strengthen their role as Family Life Education facilitators.⁵

A review of the literature in Family Life Education produces many studies and curriculum development projects which deal specifically with problem solving based on adolescent social situations. Feibelman cites the rising incidence of adolescent sexual activity and the subsequent growth in numbers of teenage parents as the rationale for her problem solving curriculum guide.⁶ The concepts of problem solving and decision making are examined in this study and parent and community involvement in curriculum planning is recommended. The curricula consists of a variety of activities and films designed to reveal the influence of parents, peers and media on the overall development of human sexuality.

⁵ U.S. Department of Health, Education and Welfare, Family Life Education Program Development Project. Grant No. 09-H-00260-08-OFT-H70, 1980.

⁶ Feibelman, Barbara. Family Life Education: A Problem Solving Curriculum for Adolescents (15-19). United States Department of Health and Human Services, # 80-5667, 1980.

Many curriculum development projects attempt to solve social problems of adolescents, when, in fact, problem prevention might be a more prudent road to follow.

The Irvine Unified School District of California has identified a series of curriculum models which help the teacher provide a comprehensive collection of life skills which can be taught at the secondary level. Project Plus⁷ concentrates on:

Social Skills: to teach self-control in personal relationships including identification of possessive, aggressive, and assertive behaviors with the understanding and practice of positive communication skills.

Problem Solving: to teach understanding and consequences of behavior which involves taking responsibility for consequences; and

Stress Management: to provide students with coping strategies in stressful situations.

Project Plus was developed since students with low self-esteem and deficits in social skills are more susceptible to

⁷ Project Plus. Guidance Projects Office, Irvine Unified School District, Irvine, California, 1982.

social problems.⁸ Research consistently demonstrates that failure in students is primarily due to deficiencies which are personal and social rather than academic.

STAGES II is another educational program developed by the Irvine Guidance Projects Office. The Stages II curriculum offers aid for adolescents in practicing skills in order to manage stressful life transitions. Some of the most difficult changes for students are divorce, remarriage, death of a parent, relocation, and a frequent absence of a parent due to job responsibilities. Social problems of adolescents related to family transitions can include: poor self-esteem, behavior problems (such as acting out or withdrawing), poor attendance, and lower test scores. A student's adjustment to major changes may encompass from three to five years and parallels decreased academic and emotional growth during this period. The six stages adolescents and adults pass through in reaction to change are denial, anger, bargaining, depression, acceptance and hope as identified by Stage II.⁹

The Illinois State Board of Education offers specific guidelines for the secondary curriculum in Family Life Education and includes the legal ramifications for this type of curricula.

⁸ Project Plus. Guidance Projects Office, Irvine Unified School District, Irvine, California, 1982.

⁹ STAGES II Guidance Projects Office, Irvine, California, 1985.

This guide also encourages the individual teacher to fit the curriculum to the local community and clientele served.

Patricia W. Whiteside, working with the U.S. Department of Health and Human Services, discusses the trends, principles, methods and techniques for curriculum development in Family Life Education. Her studies indicate the dominant trend for the future is the inclusion of such courses into the curriculum kindergarten through twelfth grade.¹⁰ When curriculum is so broad, parental and community input is necessary.

A Maximizing Human Potential Project, conceived by the California State Department of Education and written in response to the recommendations of the RISE Commission, involves the development of concepts and strategies to deal with human development and interpersonal relationships.¹¹ The materials developed identified information which all individuals need in order to be knowledgeable and competent in making choices in daily living. All of the materials were field tested at selected school sites and revised or modified as necessary. This model includes objectives with content/concepts, learning experiences and resources and measurements for instruction in human development.

¹⁰ Whiteside, Patricia W. Organization and Administration of Sex Education Programs, United States Department of Health and Human Services, 1980.

¹¹ California State Department of Education, Instructional Programs for Maximizing Human Potential, 1978.

The context curricula for this model is viable, but the designs for measuring the content curriculum are weak. Random samples were used for evaluation, but a standard measuring technique was not employed.

It appears to this researcher, after extensive examination of curriculum guides and teaching strategies in the field of Family Life Education, that one of the most dynamic and effective curriculum guides is DeSpelder and Prettyman's, A Guidebook for Teaching Family Living.¹² It introduces a wealth of experimental activities which demonstrate to the student the relationship of the material being taught to the reality of his/her own life. A central task of the teacher of family living is to provide experiences for students which can increase their ability to adapt to change. One significant change occurring in society today is within the structural and functional role of the basic family unit. The nuclear family has experienced such dramatic changes that some groups are calling upon the public schools to offer more support for the basic institution. The "most significant minority" in schools today is the single parent child, according to the National Association of Elementary School Principals.¹³

¹² Lynne Ann DeSpelder, and Nathalie Prettyman. A Guidebook for Teaching Family Living. (Boston: Allyn and Bacon, Inc., 1980).

¹³ Melendez, David, "A Developing American Paradox: The Role of Family Education." Clearing House (January 1982): pg. 208-209.

Three major contributions to the rise of one-parent homes have been divorces, illegitimate births, and desertions. It is evident to this researcher that an effective living curricula, with practice in adapting to a variety of situations, helps the student grasp the process of making responsible choices in his/her changing environment. On the other hand, a current article in the Journal of School Health concludes that programs in Family Life Education increase knowledge, yet have little direct impact on values and attitudes, actual sexual behavior, use of birth control or teenage pregnancy. As young people approach puberty, many feel anxious about their maturing bodies and changing relationships with members of the opposite sex and within their families. Many feel vulnerable and succumb to negative peer pressure. Many engage in sexual activity and more than one million become pregnant each year.¹⁴ Few state they feel comfortable in turning to their parents or other adults for help. In response to these problems, Family Life Educators have tried to increase knowledge concerning sexuality, to facilitate insights into personal, familial, religious and societal values, to improve decision-making and communication skills, to enhance

¹⁴ Douglas Kirby, "Sexualty Education: A More Realistic View of its Effects", Journal of School Health Vol. 55 (December 1985): 421-424

self-esteem, to increase communication with parents and romantic partners, and to reduce sexual exploitation. The Journal of School Health found that such programs did not have a measurable impact on self-esteem, satisfaction with social and sexual relationships, or increased comfort with many social or sexual activities.

These studies can be compared to nutrition studies which often increase nutrition knowledge, but do not significantly change eating habits, or driver education classes which increase knowledge concerning driving, but do not measurably reduce automobile accidents among teenagers.

Many programs in Family Life Education do not appear to affect behavior since¹⁵

- (1) Most students purport to know some basic facts concerning sexuality. They talk with peers, and are bombarded by the mass media.
- (2) Little relationship to apparent levels of measured knowledge and contraception behavior;
- (3) Many adolescents do not demonstrate the application of their knowledge to their behavior;

¹⁵ Douglas Kirby, "Sexuality Education: A More Realistic View of its Effects", Journal of School Health, Vol. 55 (December 1985): 421-424.

- (4) Adolescent behavior is affected by internal factors such as physical development and sexual desires, physical attractiveness, emotional needs for affection and physical contact, ego strength, perceived ability to control one's future and attitudes toward parents and society.

Given all these complex, interacting factors, a small amount of additional information concerning sexuality does not have much impact on behavior.

Family Life Education programs face an awesome task. The Alan Guttmacher Institute describes it as "undertaking in a few hours of classroom instruction to modify the messages young people receive from their friends, the media, and other sources."

A national study conducted by the John Hopkins University addresses the central question of the relationship between sex educational and adolescent sexual activity. Findings reported in 1983 concluded:

- * No association between sexual activity and courses covering contraception
- * Less likelihood of pregnancy among sexually active teens who have had sex education. Sixty percent more Whites and seventy percent more Blacks experienced pregnancy among those without sex education.

- * Decisions to engage in sexual activity not influenced by whether or not teens had received sex education in school.¹⁶

A study by Hammonds and Schultz offers an indication of the learning responses in sexuality education topics. Two inventories were developed, the Sexuality Education Instructional technique Inventory for Students (SEITIS) and the Sexuality Education Instructional Technique Inventory for Teachers (SEITIT). Both of these instruments were developed to measure various teaching techniques used in sexuality education. Descriptive statistics were calculated for the instructional techniques utilized by teachers and those preferred by students for each topic ranging from self-awareness, love, dating, and sexual values to conception, pregnancy and childbirth. Teaching methods tested included educational media, guest speakers, individualized instruction, role play, and large and small group discussions. Students basically preferred teachers who used large group discussions when addressing social and emotional aspects of sexuality. Students may feel less need to reveal their own personal feelings and attitudes in a large group situation. Small group work and role play techniques provide more direct opportunities for students to share personal feelings and attitudes than large group

¹⁶ Rilley, Millie, What Sex Education Does and Does Not Do," What's New in Home Economics. October 1984, pg. 2-4.

discussions. Teachers need to consider the particular sexuality education topic being addressed and select instructional techniques appropriate to the topic and the student learning desired.¹⁷

There is a need for rigorous evaluation of programs to improve knowledge of the effects on the participants. Some studies demonstrate that those programs evaluated do increase knowledge and that a few may facilitate attitudinal change. Unfortunately, numerous limitations lie within many post evaluations.

- o Many studies have evaluated single programs which may or may not be representative of all sexuality programs, and thus it is difficult to generalize from them to other courses.
- o Since evaluators have rarely been able to randomly assign students to experimental and control groups, some self-selection factors may have affected the results.
- o Few evaluations have measured effects beyond the conclusion of the program.
- o Many questionnaires have been poorly designed.

¹⁷ M. Maxine Hammonds, Jerelyn B. Schultz; "Sexuality Education Instructional Techniques: Teacher Usage and Student Preference". Journal of School Health, Vol. 54, #7 (August 1984): 235-238.

- o Many evaluations reported the statistical significance of the change in students, but few evaluations reported the magnitude of the change and its theoretical or practical significance.
- o None of the studies compared the effectiveness of different kinds of programs.

Network Publications of Santa Cruz has completed an in-depth evaluation of sexuality education.¹⁸ This evaluation was a cooperative effort involving innumerable sexuality educators, administrators, researchers, and teenagers and spanned elementary and secondary grade levels across the United States.

A summary of student evaluations of comprehensive courses were positive. On the 1-5 Likert type scales ranging from "Very Poor" to "Excellent" teachers and courses typically received overall ratings of 4.8 or higher median scores.

Conclusions

The research provides evidence for the following:

- o The sexuality education programs increased knowledge concerning sexuality, and this increase tended to be greater

¹⁸ Douglas Kirby, "Sexuality Education: An Evaluation of Programs and Their Effects", Network Publications, Santa Cruz, CA, (1984): 403-406.

among younger participants. Thus, there appears to be nothing special about topics in sexuality that makes them especially difficult or impossible to learn.

- o The parent/child programs and a few (but not all) of the more comprehensive programs increased the reported clarity of the participants' values.
- o None of the programs had any significant impact upon reported attitudes toward the importance of birth control. The mean scores of both experimental and control students were quite high before the courses, but there remained room for improvement, and both the sexuality students and the control students demonstrated small increases over time.
- o Some, but not all, of the longer programs also increased the students' opposition to the use of pressure and force in social and sexual relations. This might later be proven to reduce negative peer pressure.
- o None of the longer programs had any measurable impact upon self-esteem, satisfaction with sexuality, or satisfaction with social relationships. Among both experimental and control groups there was considerable stability in these measures.

- o In contrast with other programs, the parent/child programs did increase the comfort of the parents talking about sex and, to a lesser extent, increased the comfort of the children. The course for younger children was more successful than the course for older children.
- o The educational/clinic approach increased the use of birth control and substantially reduced births. It also increased the proportion of pregnant adolescents who remained in school.

The failure of most programs to affect behavior at the end of the program does not mean that Family Life Education should be abandoned. National studies show parents and students support Family Life Education. When students evaluate Family Life Education programs, many express personal insight that cannot be measured quantitatively. Family Life Education needs to encompass a holistic approach to education, considering not only the "basics" but also the social and sexual being of the student.

Some studies predating the Johns Hopkins study cite that students with sex education "become more confident in their ability to make correct decisions concerning sexual behavior." Twelve California school districts also found positive effects in self-esteem. One of the most encouraging outcomes and rate significant by the Johns Hopkins study is the increased openness in parent-child communication and the potential avoidance of unintended teenage pregnancies.

A review of the literature in Family Life Education has led this researcher to several conclusions: (1) most of the studies evaluate single programs which have not been randomly selected; (2) few of the studies measure the longterm effects of the courses; and (3) many studies report the statistical significance of the findings, but do not provide information on the importance of a particular outcome. Many of the goals of Family Life Education programs include changes in the students' knowledge, attitudes, self-perceptions, communication and interpersonal relationship skills, as well as changes in social and sexual behaviors. For two reasons it is a formidable task to achieve these goals. First, students receive a vast amount of knowledge about their own sexuality from their peers, the media and their families; such information leads may to preconceived ideas. Second, the sexual and social behavior of students is strongly influenced by their own emotions and needs. It would be difficult for civics classes to be evaluated on their ability to make citizens out of their students or for health classes to be evaluated on the improved health of their students outside the classroom. Similarly it would be unrealistic for Family Life Education classes to assume the responsibility of changing students social and sexual behavior. Some studies have found no measurable impact on attitudes and behavior, while other studies have documented a considerable impact as a result of participation in a Family Life/Sex Education course.

The California Family Life Education Network Report is an ongoing publication on the status of family life and sex education in California. Each issue reports, discusses, and reviews information in the field of Family Life Education. It includes sections addressed to parental and religious concerns as well as current information on legislation, research, and resource materials.¹⁹ This tool provides the researcher with an easily accessible, current source of information on family living curriculum implementation.

The Health Instruction Framework for California Public Schools provides the curriculum developer with recommendations for designing a course in Family Life Education. The framework provides: (1) a structure within which local school districts can plan and develop a course of study; (2) a basis for the development of criteria for the selection of instructional materials, and (3) a guide for evaluating the health curriculum.²⁰ This publication is in conjunction with the California Education Code and Laws Pertaining to Family Life/Sex Education, which encase the curricula in boundaries which are recognized and accepted by the State of California.

¹⁹ Mary Nelson and Elizabeth Worshaw, California Family Life Education Network Report. Santa Cruz: California Family Life Education Network.

²⁰ California State Department of Education, Health Instruction Framework for California Public Schools, 1979.

Eight concepts have been identified which can function as useful guidelines in the development of a broad based, responsible family life curriculum:²¹

1. Responsible Family Life Education curriculum development will utilize and involve students in planning a program.
2. Responsible Family Life and Sex Education is based on parental and community involvement in the planning and implementation of curriculum.
3. Responsible Family Life Education promotes and encourages communication between students and their parents.
4. Responsible Family Life Education reflects the diversity of values in our society and promotes respect for all viewpoints.
5. Responsible Family Life Education reflects sexuality as an integral part of the whole person.
6. Responsible Family Life and Sex Education is not crisis-oriented and is not concerned in response to epidemic teenage social problems.

²¹ Idem, Family Life Education Development Project, Grant No. 09-H-00260-08-OFT-H70.

7. Responsible Family Life and Sex Education will stress respect for self and others as a positive force in the decision-making process.
8. Responsible Family Life Education seeks to establish an environment where students can have an opportunity to exchange ideas and discuss their concerns and interests in a non-judgemental atmosphere.

STATEMENT OF OBJECTIVES

The goal of this curriculum development proposal is to initiate a curricula for Family Life Education which utilizes student, parent and community input.

The objectives of this curriculum are as follows:

1. To promote the self-worth of each individual and his/her potential contribution to society;
2. To promote an understanding of parental values and encourage communication between parent and child;
3. To promote respect for others; and
4. To provide accurate information concerning human sexuality.

The curriculum will enable the student:

1. To become more aware of his individual potential;
2. To learn more about the importance of communication skills as they relate to every day life;
3. To understand the various components of relationships, including family, sibling, peer, dating, and marital situations;
4. To gain knowledge of the male and female roles as these roles are changing in today's world;
5. To understand family compositions and life styles, including single living, single parent families and blended families;

6. To gain knowledge about challenges and crises which affect individual and family members, including: teenage pregnancy, substance abuse, child abuse, divorce, and venereal disease;
7. To become more aware of coping and decision making skills which enable adolescents to meet challenges and changes in their lives;
8. To understand the importance of responsible pre-natal care;
9. To know the developmental stages of the family unit;
10. To know parenting skills and the resources needed to raise a family;
11. To be aware of the community resources available to individuals and families;
12. To explore the various aspects of old age and gain an understanding of the needs of the elderly; and
13. To be aware of the grief process and the ways families and individuals deal with death including the study of the cost of dying in today's society.

This curriculum is designed to cover an 18 week semester in Family Life Education. The length and the scope of each individual unit can be varied to meet specific student needs.

DESIGN OF THE PROPOSED PROJECT

To determine what should be the content of a Family Life Education curriculum, parents, students, and social agencies will be surveyed. A needs assessment, consisting of questions which reveals attitudes and values that are relevant to the social problems and developmental stages of adolescents, will be given to randomly selected parents. A student interest survey will be given to tenth, eleventh, and twelfth grade students to identify their specific learning needs. The survey will differentiate between male and female participants and consist of the major content areas of a family living curriculum. Students will rank the relative importance of each item.²²

Social agencies will be surveyed to identify the perceived curriculum needs of the adolescent in Family Life Education. Some of the agencies to be surveyed include:

1. Riverside County Public Health Department.
2. Riverside County Child Protective Services.
3. Hemet Unified Parent, Teacher, Student Association.
4. Family Service Association, Hemet.
5. Mental Health Association, Hemet.
6. Substance Abuse Council, Mental Health Hemet Hospital.
7. School counselors - Hemet High School.

²² Appendix A - Student Survey.

8. School psychologist - Hemet Unified School District.
9. Administrators and teachers, Hemet Unified School District.

Student evaluation of teaching strategies, community resource personal, and audio-visual materials will be an ongoing process in the curriculum development project. The evaluation process will include a random sampling of secondary students with differentiation of male and female responses. This evaluation process will be used to weigh the significance of the various components of the curriculum content.

The form on Page 1 of Appendix A is the tool used to obtain the survey responses of secondary students dealing with curriculum items for a course dealing with Family Life Education. The results of the survey are listed in the following charts.

INTRODUCTORY STATEMENT

Using a simple ranking list, participants responded with no added material or explanation.

RESULTS

Sophomores

Males

1. Child Abuse
2. Substance Abuse
3. Alcoholism
4. Birth Control
5. Venereal Disease
6. Teenage Pregnancy
7. Communication Skills
8. Parenting Skills
9. Pregnancy & Repro-)
duction) tied
9. Self-esteem)
10. Family Communication
& Life Styles
11. Personal Health
12. Understanding Family
Relationships
13. Divorce
14. Child Growth &
Development
15. Understanding Emotions
16. Roles of Males and Females
in Society
17. Nutrition
18. Consumer Economics
19. Dating Relationships

Females

1. Child Abuse
2. Substance Abuse
3. Understanding Your
Emotions
4. Alcoholism
5. Understanding Family
Relationships
6. Teenage Pregnancy
7. Birth Control
8. Personal Health
9. Divorce
10. Parenting Skills
11. Communication Skills
12. Venereal Disease
13. Self-esteem
14. Family Communication
& Life Styles
15. Child Growth &
Development
16. Dating Relationships
17. Nutrition
18. Pregnancy & Repro-
duction
19. Roles of Males & Females
in Society
20. Consumer Economics

Juniors

Males

1. Understanding Family Relationships
2. Substance Abuse
3. Alcoholism
4. Communication Skills
5. Self-esteem
6. Birth Control
7. Child Abuse
8. Understanding Your Emotions
9. Personal Health
10. Pregnancy and Reproduction
11. Consumer Economics
12. Teenage Pregnancy
13. Parenting Skills
14. Dating Relationships
15. Family Communication & Life Styles
16. Roles of Males and Females in Society
17. Nutrition
18. Venereal Disease
19. Child Growth and Development
20. Divorce

Females

1. Substance Abuse
2. Birth Control
3. Teenage Pregnancy
4. Understanding Your Emotions
5. Child Abuse
6. Alcoholism
7. Pregnancy and Repro-
duction) tied
7. Venereal Disease)
8. Parenting Skills
9. Understanding Family Relationships
10. Communication Skills
11. Roles of Males & Females in Society
12. Divorce
13. Personal Health
14. Self-esteem
15. Child Growth & Development
16. Family Communication & Life Styles
17. Dating Relationships
18. Nutrition
19. Consumer Economics

Seniors

Males

1. Communication Skills
2. Child Abuse)
2. Understanding Family Relationships) tied
3. Child Growth and Development
4. Self-esteem
5. Parenting Skills
6. Venereal Disease
7. Drug Abuse
8. Birth Control) tied
9. Consumer Economics)
10. Understanding Your Emotions
11. Family Communication & Life Styles
12. Alcoholism
13. Pregnancy & Reproduction) tied
14. Nutrition)
15. Dating Relationships
16. Roles of Males & Females in Society
17. Teenage Pregnancy) tied
18. Personal Health)
19. Divorce

Females

1. Substance Abuse
2. Child Abuse
3. Understanding Your Emotions
4. Personal Health)
4. Communication Skills) tied
5. Alcoholism)
6. Birth Control
7. Understanding Family Relationships
8. Self-esteem
9. Child Growth and Development
10. Family Communication & Life Styles
11. Divorce
12. Role of Males & Females in Society
13. Teenage Pregnancy
14. Pregnancy & Reproduction
15. Nutrition
16. Venereal Disease
17. Parenting Skills
18. Dating Relationships
19. Consumer Economics

Differences which appear between males and females of the various grade levels demonstrate the need for flexibility in Family Life Education when comparing the highest ten items chosen by the Sophomores, one can identify four specific items males express wish-to-know which is different from the female choices.

<u>Male Choices</u>	<u>Female Rank of Item</u>
#5 Venereal Disease	#12
#7 Communication Skills	#11
#9 Pregnancy & Reproduction	#18
#9 Self Esteem	#13

<u>Female Choices</u>	<u>Male Rank of Item</u>
#3 Understanding Emotions	#16
#5 Understanding Family Relations	#13
#8 Personal Health	#12
#9 Divorce	#14

Curriculum which ignores the areas desired by each group may create deadlocks while each "side" makes demands to obtain information desired.

Junior males, while differing from junior females in only three areas, again demonstrate versified interests in the highest ten items.

<u>Male Choices</u>	<u>Female Rank of Item</u>
#4 Communication Skills	#11
#5 Self Esteem	#15
#9 Personal Health	#14

<u>Female Choices</u>	<u>Male Rank of Item</u>
#3 Teenage Pregnancy	#12
#7 Venereal Disease	#18
#9 Parenting Skills	#13

A basic difference emerges at this stage when one realizes males are interested in improving self- and inter-personal relationships while females are concentrating on the results of sexual contact. The wide difference in priority concerning venereal disease may open communication over the fears and responsibilities females are experiencing which males are seemingly aware of.

In comparing the differences between the sophomores and the juniors, it becomes evident that male choices reflect a desire for relationship skills (self-esteem, communication skills), conquering the need to know areas of reproduction while females have changed (in three categories) from relationship areas to specific knowledge needed as a result of the males knowledge.

Seniors exhibit similar differences between the sexes in the highest ten.

<u>Male Choices</u>		<u>Female Rank of Item</u>
#6	Parenting Skills	#18
#7	Venereal Disease	#17
#9	Consumer Economics	#20
<u>Female Choices</u>		<u>Male Rank of Item</u>
#3	Understanding Emotions	#11
#4	Personal Health	#19
#6	Alcoholism	#13

Males appear to have broadened their horizons with the appearance of parenting skills and consumer economics, while females demonstrate a loss of concern with venereal disease, pregnancy and parenting skills. Curriculum must be sensitive to these changes which, while subtle, demonstrate the need for constant vigilance on the part of the instructor to respond correctly.

Using the sophomore male list, one can trace the difference for male-female and tenth, eleventh, and twelfth grades.

No.	Males	Rank		Females	Rank	
		10	11 12		10	11 12
1. Child Abuse	1	✓7	^2		1	✓5 ^2
2. Substance Abuse	2	-2	✓8		2	1 -1
3. Alcoholism	3	-3	✓13		4	✓6 +4
4. Birth Control	4	✓6	✓9		7	^2 ✓7
5. Venereal Disease	5	✓18	^7		12	^8 ✓17
6. Teenage Pregnancy	6	✓12	✓18		6	^3 ✓14
7. Communication Skills	7	^4	^1		11	-11 ^4
8. Parenting	8	✓13	^6		10	^9 ✓18
9. Preg. & Reproduction	9	✓10	✓14		18	^7 ✓15
10. Self Esteem	10	^5	-5		13	✓15 ^9
11. Family Communication	11	✓15	^12		14	✓17 ^11
12. Personal Health	12	^9	✓19		8	✓14 ^4
13. Under. Fam. Rel.	13	^1	✓2		5	✓10 ^8
14. Divorce	14	20	-20		9	✓3 ^12
15. Child Growth	15	✓19	^4		15	✓16 ^10
16. Under. Emotions	16	^8	✓11		3	✓4 ^3
17. Roles - MF	17	^16	✓17		19	^12 ✓13
18. Nutrition	18	^17	^15		17	✓19 ^16
19. Consumer Economics	19	^11	^10		20	20 20
20. Dating	20	^14	✓16		16	✓18 ✓19

Differences can be plotted between the sexes per year when aligned M-F.

No.	Sophomore		Junior		Senior		
	M	F	M	F	M	F	
1. Child Abuse	1	1	7	5	2	2	Always high
2. Substance Abuse	2	2	2	1	8	1	" "
3. Alcoholism	3	4	3	6	13	4	----
4. Birth Control	4	7	6	2	9	7	Always high
5. Venereal Dis.	5	12	18	8	7	17	----
6. Teenage Preg.	6	6	12	3	18	14	----
7. Comm. Skills	7	11	4	11	1	4	----
8. Parenting	8	10	13	9	6	18	----
9. Preg. & Repro.	9	18	10	7	14	15	----
10. Self Esteem	10	13	5	15	5	9	----
11. Family Comm.	11	14	15	17	12	11	Always below
12. Per. Health	12	8	9	14	19	4	
13. Under. Fam. Rel.	13	5	1	10	2	8	
14. Divorce	14	9	20	13	20	12	
15. Child Growth	15	15	19	16	4	10	
16. Under. Emotions	16	3	8	4	11	3	
17. Roles - MF	17	19	16	12	17	13	Always below
18. Nutrition	18	17	17	19	15	16	" "
19. Consumer Econ.	19	20	11	20	10	20	
20. Dating	20	16	14	18	16	19	Always below

Three items appear in ranks 1-10 at all times: child abuse, substance abuse, and birth control; four items appear in ranks 11-20 consistently: family communication, roles of males and females, nutrition, and dating. Areas falling below the 10th

rank only once are alcoholism, and self esteem, while those rising above the rank of tenth only once are divorce and consumer economics.

One may then use the results in the preparation of curriculum, adjusting both time and effort to areas of consistency or those which demonstrate a growing concern per grade or per sex.

A viable asset to the Family Life Education curriculum is the development and inclusion of parent/child homework assignments. The purpose of these homework assignments is to improve parent/child communication and to better acquaint the parent with the curriculum content of Family Life Education. Possibilities for parent/child homework assignments include 1)interviews with parents, 2)tracing family trees, 3)discussion of assigned topics dealing with parenting skills or social problems, and 4)joint viewing and discussion of specific television programs. The researcher is aware of the many variables in this type of homework assignment; single parent families. emancipated minors, varying work schedules of parents and children, and the difficulties some students have in establishing communication with parents.

The curriculum project, designed for secondary students, will include a semester long over-view of a proposed course of study for Family Life Education.

In addition to content that responds to the needs of assessment surveys, the curriculum will contain specific units listing activities, processes and resources for the following areas:

1. Individual potential and the development of more positive self-esteem,
2. Challenges and crisis which effect individual and family members,
3. Parenting skills and the resources needed to raise a family, and
4. The grief process and the ways families and individuals deal with death.

UNIT ONE - SELF-ESTEEM

Harris Clemes and Reynolds Bean in their book Self-Esteem, The Key to Your Child's Well-Being, submit four conditions necessary to achieve self-esteem. Self-esteem develops when primary needs of life have been appropriately satisfied. The authors have found that high self-esteem can be gained when children and teenagers experience positive feelings within four distinct conditions. They are:

CONNECTIVENESS. The feeling a teenager has when he can gain satisfaction from associations that are significant to him, and these associations are affirmed by others.

UNIQUENESS. The special sense of self a teenager feels when they can acknowledge and respect qualities or attributes that make them special and different, and when they receive respect and approval from others for these qualities.

POWER. A sense that comes from having the resources, opportunity and capability to influence the circumstances of one's own life in significant ways.

MODELS. Reference points that provide the teenager with human, philosophical, and operational examples that help

establish meaningful values, goals, ideals, and personal standards.²³

This concept and the explanation of the ingredients needed for self-esteem are meaningful and workable for the adolescent student.

²³ Harris Clemes, and Reynold Beah, Self-Esteem, The Key to Your Childs Well-Being, (New York: Kensington Publishing Corp., 1981).

All four of these conditions should be present continuously for a high sense of self-esteem to be developed and maintained. No one condition is more important than another. If any one condition is not adequately provided for, there is a decrease or distortion of self-esteem.

HAVING A SENSE OF CONNECTIVENESS IS ALL ABOUT

- * Identifying with a group of people
- * Feeling connected to a past or heritage
- * Feeling that we belong to something or someone
- * Feeling good about one's relations or what one belongs to
- * Knowing that the people or things one is related to are considered in a good light by others
- * Feeling that one is important to others

HAVING A SENSE OF UNIQUENESS IS ALL ABOUT . . .

- * Knowing that there is something special about one's self, in spite of recognizing that one does not appear unique
- * Being aware that others think one is special
- * Being able to express one's self in his/her own way
- * Respecting one's self as an individual
- * Enjoying the feeling of being different, without having to make others uncomfortable

HAVING A SENSE OF POWER IS ALL ABOUT . . .

- * Feeling that one is in charge of his/her own life
- * Being able to use those skills one has in situations which require those skills
- * Feeling that one can make decisions, and solve most problems which one might have

HAVING A SENSE OF MODELS IS ALL ABOUT . . .

- * Knowing people whom one feels are worth emulating
- * Feeling confident that one can distinguish right from wrong, and good from bad
- * Having values and beliefs which consistently guide and direct us
- * Feeling that there is something that one is working toward, and knowing, more or less, where one is headed

- * Being able to make sense out of what' going on in one's life

This unit will explore, clarify, and substantiate with resource readings each of the four conditions of self-esteem. Each condition will include teaching techniques the instructor can employ to enhance self-esteem along with a teaching strategy which can be used to demonstrate a specific condition of self-esteem.

CONNECTIVENESS. The feelings a teenager has when he can gain satisfaction from associations that are significant to him, and these associations are affirmed by others.

"Self concept emerges out of an interpersonal matrix, as the child absorbs into his beginning sense of self, the love that others, particularly his parents, show toward him. Self-esteem can not thrive indefinitely on just the approval of other people. Sooner or later it has to be supported by proof of one's worth, by one's becoming competent, productive and responsible. This proof of worth in turn feeds into one's interpersonal relationships and enriches them."²⁴

A sense of connectiveness is directly related to the degree of comfort, warmth, security, understanding, humor and goodwill that

²⁴ Lorene A. Stringer, The Sense of Self, (Philadelphia: Temple University Press, 1971), page 119.

characterizes a relationship. Anger, frustration, and poor communication undermine a child's sense of connectiveness.

In the first five or six years of life, the child's self-worth is formed almost exclusively by the family. After he enters school, other influences come into play, but the family remains the strongest factor, either positive or negative.²⁵

Good communication skills are needed to promote good interpersonal relationships. Dependency needs are not usually discussed, yet in a positive relationship they need to be scrutinized and analyzed. Maslow's hierarchy of needs supports this theory. In order for a child to gain self-esteem, he first needs to feel secure in his relationships with family members and friends. Praise, support, encouragement, and personal warmth will help fulfill these needs.

Adolescents and their parents (as well as others significant to the child) progress through a period of dual ambivalence. The parent wants the child to be independent and capable of making his own decisions, yet, at the same time, does not want the child to fly from the nest. The adolescent wants to gain his independence, but is also somewhat skeptical of going out into the world by himself. This set of conflicting wants and needs, dependences and independences can create a period of frustration for both

²⁵ Virginia Satir, Peoplemaking, (Palo Alto: Science and Behavior Books, Inc., 1972), page 24.

parent and child. Some of this frustration can be alleviated if parent and child communicate on a positive basis.

The teacher can help build the student's feelings of connectiveness in the classroom by:

- * Making the student feel he is a functional and important classroom member.
- * Helping the student develop good communication skills so he is able to share his feelings and to experience warmth and caring from people who are important to him.
- * Exploring with adolescents their connections to the past and their personal heritage.
- * Helping adolescents become aware of feelings of ownership and the development of a sense of pride in their belongings. A practical application of this could entail making students responsible for room decorations and bulletin boards.
- * Reinforcing the feelings that each student is noticed and that individual opinions are heard, considered, wanted and respected.
- * Aiding the student to understand that he must first respect himself in order to gain the respect of others.

Teaching strategies to enhance a feeling of connectiveness.

A. A simulation exercise, "Who Are You."

1. Each student will tear a piece of paper 8"x10" into ten pieces.

2. The teacher will ask the question, "Who Are You?" and students will give different answers to the question, each on a separate piece of the paper.
 3. The student places the ten answers in front of him/her and studies the responses. The responses will reflect biological roles, attitudes, characteristics, abilities and personality traits.
 4. Students then number their responses in order of importance, number one being the most important.
 5. Each student then looks at his/her list of responses and decide if this is really "You".
 6. Students divide into groups of three or four and share their lists with each other.
- B. Students can trace their family history on genealogy charts. This assignment would foster in depth communication with the parent on a positive learning basis and help the student to establish his "roots". Charts can be expanded to include a variety of information, including birthplace, length of life, or employment. Each area should be general and positive, with negative or unknown information blank.

A circular diagram divided into six segments by lines radiating from the center to the circumference. Each segment contains a label describing a type of connection. Starting from the top and moving clockwise, the labels are: "RELATED TO:", "I 'BELONG' TO:", "CONNECTION HELD IN HIGH ESTEEM:", "SOME THINGS WHICH BELONG TO YOU:", "IMPORTANT TO OTHERS:", and "HERITAGE CONNECTION:". The segment for "PART OF SOMETHING:" is located at the top left but is empty.

The following list of words of phrases can be used to help the student identify his own sense of connectedness. Answers may be brief or complex. Instructors may group items to solicit specific discussion topics. Items may also be expanded into paragraphs or essays. Innovative classes may prepare skits based on an item or items.

CONNECTEDNESS

People are . . .

My friends are . . .

The thing that makes me a good friend is . . .

My parents . . .

My brother(s)/sister(s)

Other people make me feel . . .

Older people are . . .

Younger people are . . .

I wish people would . . .

I wish my family would . . .

I like people who . . .

I don't like people who . . .

I believe . . .

I value . . .

I make friends by . . .

My best friend . . .

My teacher . . .

I wish my teacher would . . .
The other students in this class . . .
The best thing about being me is . . .
The worst thing about being me is . . .
I hate . . .
I need . . .
I wonder about . . .
I bet . . .
I feel like my mother/father when . . .
I do my best work when . . .
My body is . . .
My face is . . .
I feel uncomfortable when . . .
The thing I'm most afraid to talk about is . . .
I don't want to . . .
I am afraid to . . .
I wish I had the courage to . . .
Girls . . .
Boys . . .
People can get to me by . . .
Teasing people is . . .
When people tease me I . . .
When someone tells me they like me, I . . .
People like me because . . .
People think I am . . .
I think I am . . .

Someone I'd like to get to know better is . . .
Something I do for my mother is . . .
Something I do for my father is . . .
I like when somebody says to me . . .
I wish I had told . . .
I stop myself from talking in class by imagining that . . .
I resent . . . for . . .
I appreciate . . .
I demand . . .
I pretend to be . . . when I'm really . . .²⁶

While instructors may not wish to devote vast amounts of time in discussions, the results are best used in communication groups of 4-6 students.

UNIQUENESS. The special sense of self a teenager feels when he can acknowledge and respect qualities or attributes that make him special and different, and when he receives respect and approval from others for these qualities.

"When you consider that each of us is fated to spend an entire lifetime with one particular person, namely, oneself, it is astonishing that we put so little

²⁶ Jack Canfield and Harold C. Wells, 100 Ways to Enhance Self-Concept in The Classroom, (Prentice-Hall, Inc., Englewood Cliffs, NJ, 1976), page 212.

focused thought and effort into trying to make of that person someone that we can be content to live with."²⁷

Teenagers need to be able to explore their differences, their skills, their characteristics as well as understand how their personalities have developed and what makes them the unique people that each of them is. Nathaniel Branden states that,

"there is no value judgement more important to man. . . than the estimate he passes on himself. It is the single most significant key to his behavior."²⁸

Feelings of worth can only flourish in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open and rules are flexible.

Man's self-concept is crucially important to his choice of values and goals. The degree of his self-esteem, or lack of it, has a profound impact on every part of his life. One of the tragedies of human development is that many of a person's most self-destructive acts are prompted by a mis-guided attempt to protect his sense of self and a refusal to identify and confront his individual identity. People sometimes disown parts of themselves when they repress certain thoughts, memories, and emotions if they think these are not worthy of the individual.

²⁷ Stringer, page 46.

²⁸ Nathaniel Branden, The Psychology of Self-Esteem, (Los Angeles: Houghton Mifflin Company, 1980), page 107.

Adolescents with a firm sense of uniqueness can respect other's rights to express themselves. Teenagers with a low sense of uniqueness need to be the center of attention, usually at a cost to others around them. If they don't receive acknowledgment, they behave in extreme ways in order to get this attention. A child will say or do things to create trouble, even when he knows he will be punished for his behavior. If this behavior is met with disapproval and criticism, he will develop a negative self-concept. Sometimes adolescents need the help of their significant others to help them decide what their unique qualities might be. Classroom teachers who expect their students to be "obedient" tend to mold behavior, rather than let each student find his uniqueness. Parents who want their children to be "good", attempt to mold the behavior of each child, rather than accept expressions of individuality.

Teenagers want to be individualistic, but many don't have the courage or adequate self-concept to follow their own inclinations. Students in my Family Living classes readily agree that in junior high they were peer oriented and needed the acceptance and approval of their social group. Most feel that, as high school juniors and seniors, they are more individualistic and aware of their own uniqueness and special qualities, but that it is still somewhat difficult to be unique and to express their individual options.

The teacher can help identify the student's feelings of uniqueness in the classroom by:

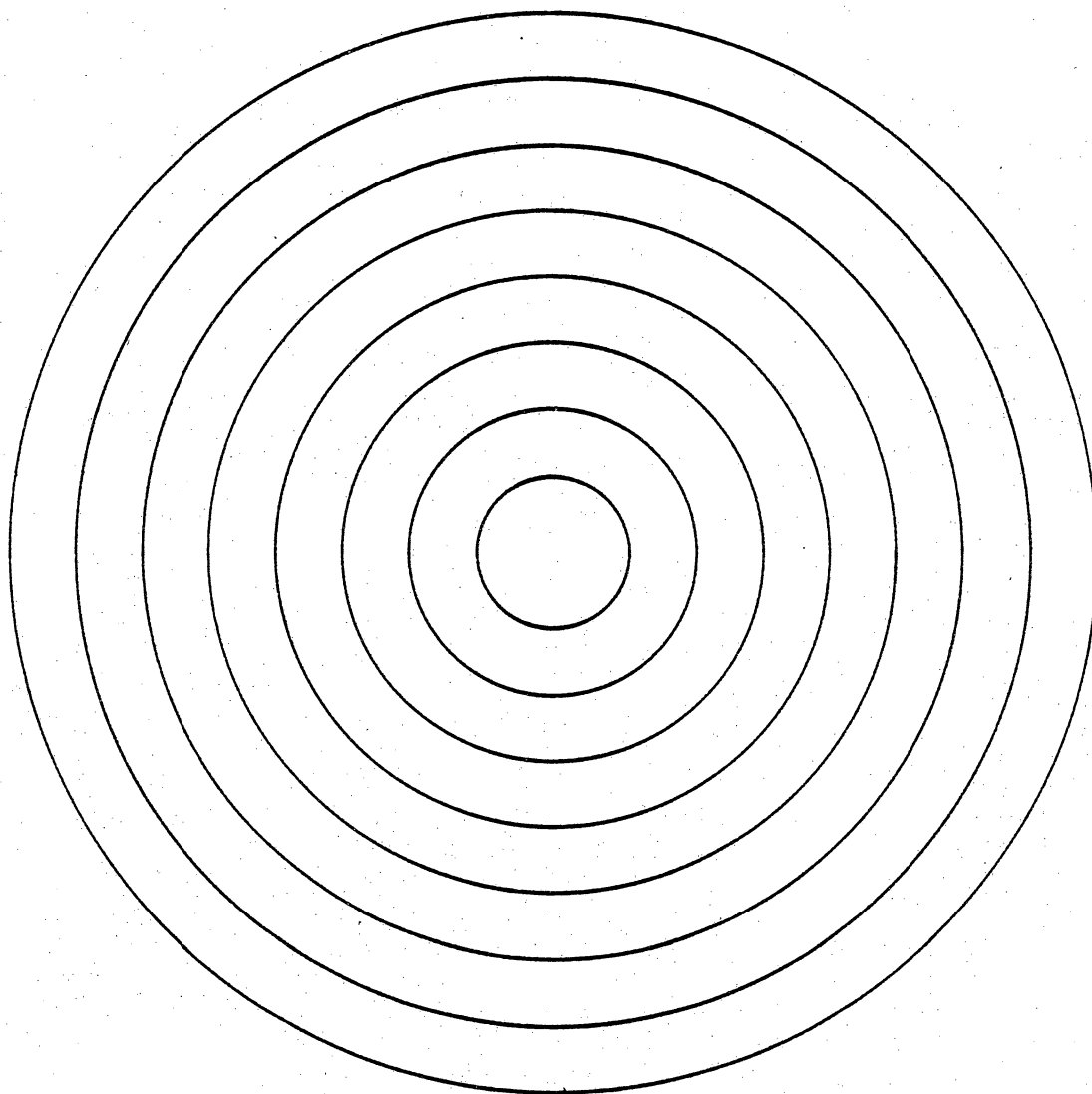
- * Enabling students to express themselves in their own way. Rigid and confining standards lend themselves to inflexibility and conformity.
- * Exploring with students the feelings that they know they have and that they can be individuals no one else can be.
- * Creating an environment which promotes individuality.
- * Partaking in peripheral experiences, such as like calling a student by his name or making an individual comment to set one student apart from other students.
- * Creating an atmosphere of support and caring which allows for individual expression.

SELF ON TARGET

Write your name in the center circle

^{THEN} The list in order from center (most important) to outside (least important) facts about you that result in your uniqueness as an individual.

Write in pencil so that you can change the order of the items if you wish.



Place a star by the items that could be classified as part of your value system.

57
In using the following chart on Page 58, the first two age spans can be completed in conjunction with a parent, "significant other," or a member of your "support team," whom you feel comfortable with.

ACCOMPLISHMENTS CHART

For each of the following age-spans, list five accomplishments that you were proud of and that you really tried hard to achieve. Your feelings regarding these accomplishments may be shared with the class if you so desire.

Age four through eight

1. _____
2. _____
3. _____
4. _____
5. _____

Age eight through twelve

1. _____
2. _____
3. _____
4. _____
5. _____

Age twelve through fourteen

1. _____
2. _____
3. _____
4. _____
5. _____

List five accomplishments you would like to achieve during this semester.

1. _____
2. _____
3. _____
4. _____
5. _____

POWER. A sense of power comes from having the resources, opportunity and capability to influence the circumstances of his or her own life in an important way.

Human beings are both social and individual. As individuals we all want as much power as we can get. As social beings we all feel threatened by the greed and power of every other individual. This causes a conflict in which the individual must find a workable balance between the two.

The individual plays a profoundly important role in determining the course of his own psychological development. Adolescents need to recognize the fact that they are responsible for their lives and the actions they pursue. By learning how to cope with and be responsible for their actions, they strengthen or reduce their own self-esteem. The more the adolescent does for himself, the more responsible he becomes and the greater is his self-esteem.

"Self-esteem is being aware of what our needs are and being able to face the reality of those needs. Relating to reality produces a sense of power and worth, which is the essence of self-worth."²⁹
The child must learn that emotions are not adequate guides to action."³⁰

29 Branden, page 107.

30 Ibid, page 111.

In developing the skills necessary to distinguish between knowledge and emotions, the teenager has a better sense of self and a feeling that he is in charge of his own life. Emotions are the effects of our actions, and if we have control over our actions, we therefore have some control over our self-esteem. An example of this would be how the adolescent relates to fear. It's not what he fears, but how he copes with the emotion of fear.

What we become and what we want to become is a long, slow growth process. Parents mirror their own esteem processes back to their children. The child who is loved will love. The abused child has a good chance of becoming an abusing parent. A small child has little choice except to take the image his parent gives him; these are the only images he knows. A child will seek love and power and will identify with whichever parent gives him love and power.

Teenagers need to come aware of their individual skills and how to use and apply these skills. They must feel safe enough to take risks and try new experiences.

"The healthy spontaneous child in his spontaneity, from within out, in response to his own inner Being, reaches out to the environment in wonder and interest, and expresses what ever skills he has, to the extent that he is not crippled by fear, to the extent that he feels safe enough to dare."³¹

³¹ Satir, page 57.

Adolescents need to have the opportunity to "try their wings," to make their own decisions using the skills they possess. The skill level will not increase if it is not tried and tested. In making damaging choices and unwise decisions, self-esteem does not necessarily suffer since the individual had the initial power to make a choice of his own. The teacher can facilitate the students' sense of power in the classroom by:

- * Establishing reasonable and clear ground rules for students so they know what kinds of decisions they can make.
- * Providing an atmosphere where the student can take the responsibility for his own learning which includes decision making and problem solving.
- * Assigning jobs and responsibilities in the classroom which develop the students' skills and organizing abilities.

The following list of words or phrases can be used to help the student identify his own sense of power.

POWER

Something I do well is . . .

Something I'm getting better at is . . .

I can . . .

I am proud that I . . .

I get people's attention by . . .

I get my way by . . .

My greatest strength is . . .

I can help other people to . . .

I taught someone how to . . .

I need help on . . .

I'm learning to . . .

I feel big when . . .

I have the power to . . .

I was able to decide to . . .

When people try to boss me around, I . . .

I don't like people to help me with . . .

Something I can do all by myself is . . .

People can't make me . . .

I got into trouble when I . . .

I get praise from others when I . . .

The most powerful person I know is . . .

People seem to respect me when I . . .

I want to be able to . . .

I want to be strong enough to . . .

A time when I was a leader was . . .

I'm not afraid to . . .

Something that I can do now that I couldn't do last year is
. . . .

When I want my parents to do something, I . . .

I have difficulty dealing with . . .

People who expect a lot from me make me feel . . .

I have accomplished . . .

If I want to, I can . . .

People who agree with me make me feel . . .

Strong independent people . . .

If I were the teacher I would . . .³²

Again, instructors have a wealth of items which lend themselves to communication between or among students. It is helpful, when each group has a recorder or monitor, to regulate the amount of negativity allowed during any discussion, with the emphasis always on positive acceptance of comments.

³² Jack Canfield and Harold C. Wells, page 213.

HOW DO YOU SOLVE PROBLEMS OR MAKE DECISIONS

Directions: The purpose of this exercise is to help you become aware of a process for problem solving. You may have already utilized these three steps without being aware of them. Select a problem to solve or a decision to make and follow this process from step 1 through 7.

Step 1. The first step is to recognize that a problem exists and be able to state it in some way. Now, in a few sentences, state what the problem is.

Step 2. Gather as much information about the problem as you can. For example, how and why does it affect you? How does it conflict with your other interests or values? Now, list the facts as they apply to you and your decision or problem.

Step 3. Examine all the possible alternatives or solutions. Gather as many alternatives as you can. Ask others for help if you wish. Now, list possible solutions or alternatives.

- 1.
- 2.
- 3.
- 4.
- 5.

Step 4. List the positive and negative aspects of each alternative listed above.

Positive	Negative
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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Step 5. (a) Feelings about a problem frequently hinder us from making a decision. Identify and list some of these feelings.

1.

2.

3.

4.

5.

(b) Sometimes we don't make decisions because of a possible outcome. In these cases it is helpful to ask yourself what is the worst possible thing that can happen. Ask yourself, and write your answers below.

Step 6. Make the decisions after comparing all the alternatives and their positive and negative aspects. Select the solution that seems best. Generally, the best solutions are those that are consistent with your own personal values and goals and that are consistent with or promote your interests or abilities.

Step 7. (a) Evaluate your decision. Is it the best possible solution for this particular situation?

(b) Ask another person his or her opinion of your decision and the experience it creates. Write this opinion below. For example, Karen thought this decision was productive or nonproductive (underline one) because _____. Additional suggestions she had were _____.

HAVING A SENSE OF MODELS IS ALL ABOUT . . .

- * Knowing people whom we feel are worth emulating
- * Feeling confident that we can distinguish right from wrong, and good from bad
- * Having values and beliefs which consistently guide and direct us
- * Feeling that there's something that we're working toward, and knowing, more or less, where we're headed
- * Being able to make sense out of what's going on in our life and around us

It takes two deliberate actions on the teacher's part, one after the other, to effect the linkage between the child's learning and his self-esteem. First, the teacher must use himself to motivate the student to learn, and second, he must give the student the credit for learning. Once these two things are done, the student is free to begin to seek self-images that will belong to him, not just his teacher's, his "significant other's" or his parent's.

"In the process of psychological growth and development, a human being creates his own character by means of the choices he makes day by day. The nature and implications of these choices are summed up subcon-

sciously like a computer; and the sum is his character and his sense of himself."³³

The student's self-esteem is strengthened if the models he emulates are positive and provide him with guidelines he can identify with. Every human being judges himself by some standard, and, if he fails to satisfy that standard, his sense of personal worth, his self-respect, suffers.

"If man betrays his moral convictions, thus undercutting his sense of worthiness, he commits treason to his own beliefs."³⁴

Many children do not understand how to cope with the irrationality of adults in the world around them. Some adults' actions appear senseless and contradictory; thus the child gives up trying to understand them and takes the blame for his own feelings of inadequacy. He may react with anger, hostility, anxiety, depression, or withdrawal. He accepts unearned guilt and concludes there is something wrong with him.

People protect their self-esteem by repressing certain aspects of their personality which seem incompatible with the standards of their "significant others." A sense of personal worth can be tied to the approval of these "others." Sometimes

³³ Banden, Page 117.

³⁴ Ibid, page 107.

spontaneity and self-assertiveness are curtailed because a person wants his actions and responses to conform to the "moral ideals" laid down by his "authority figures." Students need to examine their own values and beliefs and formulate a set of self guidelines which are compatible with their own ideals.

The teacher can facilitate the student's sense of modeling in the classroom by:

- * Providing behaviors which consistently reflect desired educational outcomes.
- * Implementing for the student an examination of his own goals and beliefs which can be expressed in a positive way.
- * Providing students with a wide range of learning options so that new experiences are not intimidating.
- * Providing a stable learning climate in the classroom, so the student can work to his full potential. By working within a relatively ordered environment, the student can develop skills in organizing, problem solving, and planning.
- * Providing clear standards by which the students performance will be evaluated.

UNIT TWO CHALLENGES AND CRISIS WHICH EFFECT INDIVIDUAL AND FAMILY MEMBERS

Stages II³⁶ is a curriculum for adolescents to help in building skills to manage stressful life changes. Current statistics indicate that 48 percent of all children born in 1980 will live a considerable time with one parent. School related difficulties demonstrated by students involved in family change include: lower achievement scores; poor self-esteem; behavior problems; and poor attendance. Stages II offers a framework for students to "map" their reactions to major change, and to develop coping skills to utilize at any time in their lives.

The following pages are sample pages from the Stages II curriculum. Since this program has been exceptionally well prepared, instructors are encouraged to use the materials as-is although the adaptation of new situations can be inserted to fit the format.

³⁶ STAGES II, Guidance Projects Office. Irvine Unified School District, Irvine CA, 1985.

STAGE: INTRODUCTION

SCENE: TO INTRODUCE SIX STAGES OR REACTIONS TO CHANGE:
DENIAL, ANGER, BARGAINING, DEPRESSION, ACCEPTANCE AND HOPE

FOCUS:

1. Student will verbally express two situations that may bring about one or all of the six stages.
2. Given a definition of one of the six stages, student will identify the corresponding stage.

PROPS: STAGES DEFINITION SHEET

SCRIPT: Distribute STAGES DEFINITION SHEET to students.

Discuss:

1. Often when people are faced with a change, they experience specific reactions.
2. These reactions may be called "stages."
3. The "stages" are a process we may go through to understand and manage our reactions to a change in our life.
4. We may go through some of these stages, a few, or all of them.
5. We may not necessarily go through these six stages in this order!
6. We may move back and forth in our reactions to change.
7. Sometimes we may find ourselves in more than one stage at a time.
8. Sometimes we may view ourselves or others as "stuck" in one stage for a while.
9. Note: We all do the best we can when change occurs. We use our strengths to help protect ourselves from pain or hurt or confusion.
10. We may have these reactions in positive changes as well as changes we experience as negative.

STAGES DEFINITION SHEET

ACTION:

The six major stages that have been identified by many research studies include:

1. Denial:
When we first begin to take in the new information, there may be a time of protection when we begin to understand the change very slowly. This is a protective stage when we may try to run away from the change or prevent it.
2. Anger:
When trying to run away or pretending the change will not occur, we may feel emotional and get upset. During this stage people may take their emotions out on themselves or others to try to make the change go away.
3. Bargaining:
When our emotions won't make the change go away or when being "emotional" makes us feel out of control, we may bargain. Bargaining is when we use our brains to make deals or promises to try to make the change go away. If we feel or think we are responsible for a change, we may also try to figure a way to make things go back to the way they had been.
4. Depression:
When we realize we are not able to make the change go away, we may feel helpless and hopeless for a while. Also, some people feel sad when they are angry and will express depression rather than anger. While this may be a difficult stage, it is important to realize that it occurs just before more positive stages. It is a time for learning before moving forward.
5. Acceptance:
When we feel peaceful or relaxed about the change, we either accept the change itself or accept that the change will not go away.
6. Hope:
When we feel energy, we are able to plan and look forward to the future. This is the stage when we stop thinking so much about the change that has taken place and can be active in other areas of our life.

* We can go through these major stages in a matter of minutes, and research tells us it may take 2 to 5 years to cope with a major change! Don't panic if you think it is taking a long time to understand and be able to handle major changes. That is normal.

Example: The following is an example of how we may go through these six stages in a matter of minutes with a minor change.

THE CHANGE: The alarm goes off in the morning or Mom, Dad, or someone else wakes you up!

DENIAL: The first reaction to this moment of our day may be one of shock or surprise:

Oh, it can't be true! It isn't true. I must have set the alarm clock wrong, or it must be broken or whoever has gotten me up is mixed up. I just closed my eyes a few seconds ago!

ANGER: We may get upset and say to ourselves or to someone else:

Why did I have to go to be so late! or
Just leave me alone! or
Why do I have to go to school! Whose idea was it anyway?

BARGAINING: This is when we try to make a deal with ourselves or another person:

Can you come back and wake me up in a few minutes? or
Just one more song on my radio, then I'll get up! or
I feel sick, I'd better stay home!

DEPRESSION: When the above three stages don't work the way we would like, we may feel sad:

I can't make the change go away. What a crummy day. or
I can't do anything I want.

ACCEPTANCE: When we have a lift of the depression and realize that the change is not the end of our world and we can go on:

I guess I'll live. This isn't the end. I'll make it.

HOPE: When we can focus on other areas of our life than the change that has occurred, when we can look forward and plan for our future, even if it is just for the day:

Well, there is someone at school I want to see or talk to today. or
There is a special class or teacher I want to see. or
I have some ideas about what could make this a great day!

PROBLEM SOLVING DEFINITION SHEET:

1. What is my PROBLEM?

In this section, write as clearly as you can what the problem is. You may have several ways of looking at one problem, so write them all down. Work with only one problem at a time. Use a separate worksheet for each problem.

What STAGE am I in?

Note here if you are in the stage:
of confusion or DENIAL,
frustration or ANGER
making deals/promises or BARGAINING
feeling sad or DEPRESSION
feeling calm or ACCEPTANCE
looking forward or HOPE

2. What are my OPTIONS?

In this section, write down, and brainstorm any and all ideas you have for solutions to your problem. Write down even the silly ideas as they may help you come up with just the right solution!

What are the possible OUTCOMES?

In this section, write down all the positive or negative consequences or results of what might happen if you chose each option. Take one option at a time and write down a possible outcome for that option. You may have two or three outcomes.

Now, make a CHOICE of the best possible decision at this time. Circle the OPTION you chose.

3. What are my RESPONSIBILITIES?

Now, write all the things you may need to give up, or things that you have to do or things that may stand in your way. Write down what you need to do to make a plan for your choice.

4. How can I REWARD myself?

In this section, write down a long term reward. A long term reward is one that you will have when you have solved your problem. Also write down some short term rewards. Short term rewards are ways you can reward yourself each day or week that you are working on solving your problem! You don't have to wait until the problem has been solved completely to have some fun or do nice things for yourself.

STUDENT'S NAME _____

PROBLEM SOLVING PLAN WORKSHEET

1. What is my PROBLEM?

What STAGE am I in?

2. What are my OPTIONS?

What would probably be the
OUTCOME?

My CHOICE is #

3. What are my RESPONSIBILITIES (what I need to do)?

4. How can I REWARD myself for keeping my responsibilities and following through with my choice?

Long Term Reward :

Short Term Rewards :

1.

2.

Simulation exercises and games are another alternative to enable the adolescent to manage and cope with change.

The rationale for the following simulation exercise is as follows:

1. Each year there are over 1,000,000 pregnant teens.
2. Teen pregnancies present risks and problems for the infant, the teen mother, the father, the grandparents, other family members and the community.

SIMULATION EXERCISE --- Teen Pregnancy

The teacher will introduce this simulation exercise by having the students look at and discuss the chart, "A Hassle Free Relationship". (see Chart #1)

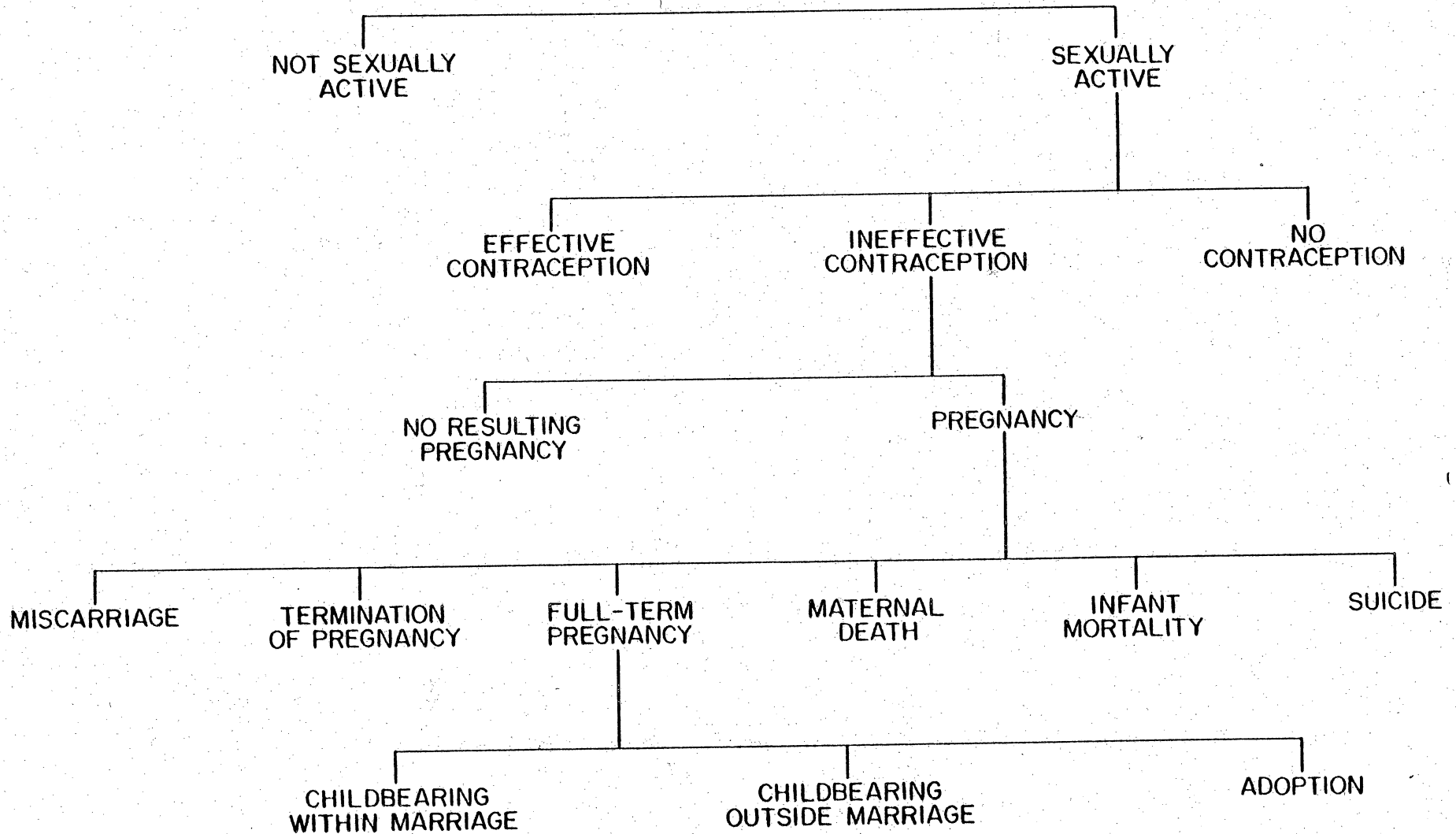
DIRECTIONS:

1. Divide into "family groups" of five members.
2. Each person will draw one of the following roles:
 - a. Infant
 - b. Teenage Mother
 - c. Teenage Father
 - d. Grandparents
 - e. Other family members
 - f. other community members
3. Each participant will have a list of affects and reasons for each role.
4. Going around the circle each member states his/her role and the related problem. Other members of the "family group" respond to the problem by picking a response they think is most typical/appropriate. (see attached lists)
 - a. roles/problems Chart #2
 - b. Solutions to minimize the negative effects caused by teenage parenting Chart #3

SIMULATION EXERCISE -- Teenage Pregnancy -- Debriefing exercise.

Using the following questions as a review, type questions of 3"x5" cards and have students draw a question and answer it.

HASSLE-FREE RELATIONSHIP



TEACHER INFORMATION
TEEN PREGNANCY EFFECTS CHART

<u>PERSON</u>	<u>EFFECTS</u>	<u>REASONS</u>
Infant	High Death Rate Low Birth Weight Epilepsy Birth Defects Mental Retardation Spinal Injury Breathing Difficulty Clubfoot Lower I.Q., dependent, distractible, behavior problems.	Mothers' biological maturity usually reached during the 18th year. Mothers' poor diets. Mothers' have less prenatal care. Mothers' under-development at birth. Inadequate nutrition Living with one parent or a substitute parent Poverty level income.
Teenage Mother	Education reduced Reduced Income. Reduced dating High divorce rate Reduced Freedom Several teen pregnancies and births High suicide rate	Inadequate day care for children. Change in priorities. Lack of high school education. Lack of job experience. More likely to be single. If married, more likely to have married a boy who interrupted his education, has no or little employment Can't take baby. Difficulty in finding sitters and Expense of sitters. Single unmarried girl frequently lives with parents and are under parent life style. Single mother who moves away from home has responsibility of baby 24 hours. Negative effect on health of mother and baby. Repeat pregnancies unstable family life. Negative attitudes; Welfare dependency.
Teenage Father	Interrupted education; Early full time work - Unskilled, low paying jobs.	Need for financial support

List #2 (Continued)

PERSON	EFFECTS	REASON
	More likely to have child with birth defect or one that will die before 1st birthday	Parents not completely developed. Poor diet. Abuse
	Many early marriages; some without emotional commitment.	Peer and family pressures False idea of stability
	Has legal responsibility to support his child -- regardless of his age or if he is married to the mother.	Laws - attempt to have fathers accept financial responsibility.
	Father has no decision making rights regarding baby.	Mother has sole right to decide on abortion and adoption.
	Jail or probation	Law calls intercourse with younger partner statutory rape even if female agrees.
Grandparents	Increased expense	Parents are legally responsible for support of their children until age 18. Many mothers bring babies home to live with grandparents.
	Reduced freedom.	Grandparents assume baby sitting responsibilities.
	Social disgrace, shock, anger, self-questioning. Sorrow for teen parents.	Inability to accept and face facts. Hope problem will go away. Inadequate planning for problem.
	Role confusion and conflict over decision making.	Grandparents want to make decisions based on their values, lifestyle, financial, physical and emotional support. Some grandparents <u>do not</u> want their child to date again - avoid getting pregnant again. Grandparents don't always want to babysit. Some grandparents want

		their teen to date, hoping the teen will find someone to marry.
Other Family Members	Raising child. Living in confused, stressful situation. Reduced money available for all family members.	Relatives are not emotionally or financially able. Cramped life, living conditions. Additional responsibilities. Available monies divided among all family members. Mother and baby have expensive needs.
All Community	Spending potential reduced.	Increase taxes to pay for medical care of mother and child, social workers, special education, living costs, increased unemployment, and costs for deformed and mentally defective children.

An interesting side effect of learning the problems connected with teenage pregnancy is that some members of the discussion groups end up not wishing to play the roles assigned. Investigating the burden of responsibility awakens many to their lack of preparation and elicits emotions concerning the changing of goals, the realization of limitations and the decrease in control of one's life.

TEACHER INFORMATION

HOW TO MINIMIZE THE NEGATIVE EFFECTS CAUSED BY TEENAGE PARENTING

-
- | | |
|--------------------|--|
| Infant - | 1) Avoid teenage pregnancy. |
| | 2) Have babies between ages 25-30. |
| | 3) Receive immediate and continued health care. |
| | 4) Eat sufficient and proper foods. |
| | 5) Avoid drugs, alcohol, tobacco, harmful chemical substances. |
| | 6) Avoid infections, especially measles and venereal diseases. |
| Teenage Mother - | 1) Avoid pregnancy until financially able to support child. |
| | 2) Avoid pregnancy until education complete. |
| | 3) Avoid pregnancy until career established. |
| | 4) Avoid pregnancy until psychologically ready for reduced freedom, reduced dating, or ready to make a permanent mate selection. |
| Teenage Father - | 1) Avoid sexual contact with teenager girl. |
| | 2) Financial responsibility for baby. |
| Grandparents - | 1) Develop communication techniques with children. |
| | 2) Accept circumstances and work toward finding lasting solutions. |
| | 3) Establish responsibilities and determine roles. |
| | 4) Help teen parents establish a Peer support group. |
| Others - Community | 1) Increase educational program (before pregnancy) for all pre-teen and teenagers. |
| | 2) Establish a system of tying financial aid for teen parents to education. |
| | 3) Establish support groups for teen parents. |
| | 4) Establish child care centers, separate or in conjunction with educational institutions. |
| | 5) Advertise widely health care facilities. |

TEENAGE PARENTING

Study Questions

1. How do you feel about a young person who has a baby before marriage? Why do you feel this way?
2. What would you do if you became pregnant when you are in high school and you are not married?
3. What are some difficulties faced by young people who become parents before they have a chance to pursue educational or career goals?
4. What factors might influence a teenage couple's decision concerning whether or not to get married?
What are some of the feelings experienced by parents when their unmarried daughter becomes pregnant?
What are some of the feelings experienced by parents when their unmarried teenage son becomes a parent?
5. When young married couples have to live in the home of their parents, there are difficulties. What are some of the problems they might encounter?
6. If a young father is not married to the mother of his baby, should he be allowed to be involved in the care and upbringing of the child? Give reasons for your answers.
7. What are some of the factors school-age parents may have to consider when deciding whether or not to give a baby up for adoption?
8. Who should make the decision about whether or not a baby is given up for adoption? Why does that person have control of the decision?
9. Develop a budget for a single or married school-age parent raising a child in your community. How much would it cost to provide the necessities? What income would be needed to meet the expenses?
10. If two teenagers are confronted with the problem of an unplanned pregnancy, what are their alternatives?
11. If you were asked to list the five most important items needed by school-age parents, what would you list? Give reasons for your answers.
 - a.
 - b.
 - c.
 - d.
 - e.
12. How could an unmarried parent create an extended family?

SIMULATION EXERCISE -- COPING WITH STRESS

The rationale for the following simulation exercise is as follows:

1. Adolescence is a period of great stress.
2. Any change in ones' life can be a source of stress.

The teacher will introduce this simulation exercise by having the students brainstorm and list on the board all the possible causes of adolescent stress they can think of.

The teacher will guide and add the following criteria to the discussion:

Any change in ones' life can be a source of stress.

Change in the family unit structure can produce stress.

Financial concerns create stress and relationship problems at any stage of the family relationship.

Use of drugs and/or alcohol can have great impact on family members and their interaction.

Not all stress is undesirable.

Awareness of causes of family deterioration can be the first step in resolution.

SIMULATION EXERCISE---COPING WITH STRESS:
DIRECTIONS:

1. Arrange the students in groups of 4-6. Duplicate, cut and distribute "Stress" situation cards to students. Have each student draw a card until all the cards are gone.
2. Have the students arrange the cards so that the first card is the life event they think would cause the most stress; the last stress card would cause the least stress. Discuss this arrangement with your group.
3. Have students discuss the importance of knowing the relative stress value of various situations.
4. Have students pick one stress "situation" from their cards and determine ways in which they would cope with the situation.
5. Lists of stress cards can be made which later may be used in pairing male-female couples for discussion on how partners could aid in handling stressful situations. Boy-girl, husband-wife.

STRESS CARDS

(Duplicate, cut and distribute to each group of students.)

DEATH OF PARENT	*	PARENTS DIVORCE	*	BREAKING UP WITH BOY/GIRL FRIEND	*	JAIL TERM
	*		*		*	
	*		*		*	
	*		*		*	
	*		*		*	
DEATH OF FAMILY MEMBER	*	PERSONAL INJURY OR ILLNESS	*	MARRIAGE	*	FIRE FROM WORK
	*		*		*	
	*		*		*	
	*		*		*	
FINAL EXAMS	*	REPORT CARDS	*	CHANGE IN HEALTH OF FAMILY MEMBER	*	PREGNANCY
	*		*		*	
	*		*		*	
	*		*		*	
MONEY	*	GAIN OF NEW FAMILY MEMBER	*	PEER PRESSURE	*	COLLEGE DECISIONS
	*		*		*	
	*		*		*	
	*		*		*	
DEATH OF CLOSE FRIEND	*	ILLNESS	*	ACCEPTANCE/ REJECTION IN COLLEGE	*	CAREER CHOICE
	*		*		*	
	*		*		*	
	*		*		*	
PLEASING THE BOSS	*	CHANGE IN RESPONSIBILITIES AT WORK	*	LEAVING HOME	*	TROUBLE WITH TEACHER
	*		*		*	
	*		*		*	
	*		*		*	
OUTSTANDING PERSONAL ACHIEVEMENT	*	MOTHER BEGINS OR STOPS WORK	*	BEGIN OR END SCHOOL YEAR	*	CHANGE IN LIVING CONDITIONS
	*		*		*	
	*		*		*	
	*		*		*	
MEETING DEADLINES	*	TROUBLE WITH BOSS	*	PREJUDICE AGAINST YOU	*	FAMILY MOVES
	*		*		*	
	*		*		*	
	*		*		*	
CHANGE IN SCHOOL	*	CHANGE IN RECREATION	*	CHANGE IN CHURCH ACTIVITIES	*	NO DATE
	*		*		*	
	*		*		*	
	*		*		*	

PARENT RELATIONS	*	CHANGING CLASSES	*	GETTING TERM PAPER DONE	*	CHANGE IN EATING HABITS
-----	-----	-----	-----	-----	-----	-----
VACATION	*	CHRISTMAS	*	PARKING TICKET	*	SPEEDING TICKET
-----	-----	-----	-----	-----	-----	-----
JOB INTERVIEW	*	ORAL REPORT	*	CHEATING ON A TEST	*	GETTING ARRESTED
-----	-----	-----	-----	-----	-----	-----
CLOTHES	*	APPEARANCE	*	BREAKING CURFEW	*	GOSSIP
-----	-----	-----	-----	-----	-----	-----
BILL FOR CAR INSURANCE	*	LOSS OF CONTRACEPTION PILLS OR CONDOMS	*	CAR ACCIDENT	*	FAMILY MEMBER INJURED IN ACCIDENT
-----	-----	-----	-----	-----	-----	-----
LEARNING ONE HAS CANCER	*	DEATH OF FAMILY PET	*	LOSS OF WALLET OR PURSE	*	CAUGHT CHEATING ON TEST
-----	-----	-----	-----	-----	-----	-----
STUDENTS' MONEY NEEDED TO SUPPORT FAMILY	*	LACK OF SLEEP	*	SEEING BOY/ GIRL FRIEND WITH ANOTHER	*	MISSING LUNCH
-----	-----	-----	-----	-----	-----	-----
PLACED ON RESTRICTION	*	LOSS OF TELEPHONE PRIVILEGES	*	VISITING GRANDPARENTS	*	LOST SCHOOL BOOKS
-----	-----	-----	-----	-----	-----	-----
GRADUATION	*	LEAVING FOR COLLEGE	*	SCHOLARSHIP	*	LOSS OF SCHOLAR SHIP
-----	-----	-----	-----	-----	-----	-----

SIMULATION EXERCISE---COPING WITH STRESS

Debriefing exercise. Have the students complete the following post test. Conclude the exercise with a class discussion formulated from the students responses.

1. List three ways stress can be good for you:
 - a.
 - b.
 - c.
2. List three ways stress can be bad for you:
 - a.
 - b.
 - c.
3. Briefly describe a situation where the personal stress of a family member has affected the rest of the family.
4. What are three ways of dealing with family stress?
 - a.
 - b.
 - c.
5. Describe one way you could serve as a counselor to a troubled family member or friend.
6. Name three community resources or agencies that help people in time of stress:
 - a.
 - b.
 - c.

UNIT THREE - PARENTING SKILLS AND SOME RESOURCES NEEDED TO RAISE A FAMILY.

Skills for parenting can be learned. Preparing for parenthood, adjusting to the changing needs of the child, and understanding child development can assist students in becoming more confident parents.

Family trends have changed the roles and responsibilities of the parent. Blended families have become a significant factor in the American culture.

FAMILY TRENDS

- o Single parent families increased in 1984 in the findings of the Census Bureau study of household and family characteristics released in May, 1985. They were 25.7% of all family groups compared to 21.5% in 1980 and 12.9% in 1970. Fathers headed 10.9% of the 1984 single parent families compared to 10.2 in 1980 and 10.1 in 1970.
- o Families (defined as two or more related persons living together) totaled 61.9 million of the reported 85.4 million households in 1984 Census Bureau studies. The average household size consists of 2.71 people, which is the lowest since Census records have been kept.
- o The U.S. Bureau of Labor Statistics first quarter 1985 report states that married-couple families with children had both parents working in more than half while single-parent mother families had two-thirds employed with median weekly earnings of \$287 (\$1148 per month).
- o Divorce rates have dropped for the first time since 1962, according to a March report from the National Center for Health Statistics. The national rate of divorce per 1000 people decreased from 5.3 to 5.0--a 6% decline. But Census figures

show that³³ 50% of American marriages still end in divorce.

As a result of a unit on parenting students should be able to:

1. List five factors that influence readiness for parenthood.
2. Recognize different parenting styles.
3. Describe how the community provides for the needs of children.
4. Ascertain their own readiness for parenthood.
5. Point out the advantages and disadvantages of being a parent.
6. Identify four examples of parental role behavior.
7. Be familiar with the ages and stages of child development.

Following are two examples of possible classroom activities for parenting education.

³³ Donald G. Sukosky, "Making the Most of Blended Families," Family Life Educator (Winter 1985): 14-18.

EXAMPLE ONE - VALUES IN PARENTING

Purpose:

This values clarification technique uses values continuums to provide students with a chance to examine and clarify their personal feelings and values related to parenting.

Time Required: 20-30 minutes

Materials:

A fairly lengthy open space across the room and five posters reading: agree strongly, agree somewhat, unsure, disagree somewhat, disagree strongly. Blackboard or newsprint with marker.

Procedure:

1. Place the posters in a line so that students can stand next to the one that represents their feelings about statements.
2. Read a statement about parenting. (See list on Pages 89-90.)
3. Have students go to the place that indicates how they feel. Ask students who are widely separated to explain their differences.
4. Repeat with a new statement.
5. For discussion:
 - Which questions got the most diversity in answers?
 - Where do we learn our attitudes about families?
 - Did some questions that separate males and females more than others?

6. After 20 or so minutes, have the class brainstorm the advantages and disadvantages for a teenager becoming a parent. List their replies on the blackboard or newsprint. Discuss their lists. In particular, discuss how a young person might be able to gain some of the potential advantages of pregnancy and parenthood without necessarily getting pregnant and becoming a parent. The point of the exercise is to encourage exploration of the choices and alternatives available to them.

Suggestions:

It's very important that the teacher carefully set the atmosphere for values continuums so that the situation can be a valuable and positive experience for everyone. In order for continuums to be used effectively, students need to clearly understand why the continuums are being used and how to participate correctly if they choose to.

SAMPLE STATEMENTS

STATEMENTS/VALUES IN PARENTING:

1. Caring for children is a tedious and boring job.
2. A good reason for having children is that they can help when parents are too old to work.
3. Most married couples would be happier if they did not have any children.
4. Having children gives a person a special incentive to succeed in life.
5. It is important to have children so that the family traditions will live on.
6. It is only natural that a man should want children.
7. Considering the pressures from family and friends, a person really doesn't have much choice about whether or not to have children.
8. It's a person's duty to society to have children.
9. All the effort parents make for their children is worthwhile in the long run.
10. Having children makes a stronger bond between husband and wife.
11. It is the parent's fault if their children are not successful in life.
12. Having children is the most important function of marriage.
13. Children limit you in what you want to do and where you want to go.

14. For most people, it is inevitable to have children.
15. One of the best things about having children is the true loyalty they show their parents.
16. Having children causes many disagreements and problems between husband and wife.
17. It is only natural that a woman should want children.
18. A man has a duty to have children to continue the family name.
19. People can feel that part of them lives on after death if they have children.
20. It isn't right for a couple to interfere with nature by deciding to limit the number of children they will have.

EXAMPLE TWO - INTERVIEWS WHICH HELP THE STUDENT TO IDENTIFY
TYPES OF PARENTAL ROLE BEHAVIOR

INTERVIEW

Directions: Select four people: (1) one about to become a parent, (2) one with school-age children, (3) one with teenagers, (4) one whose children are grown and living away from home. Ask each person all of the questions and record their responses. Record sex and age of interviewee.

1. What do you think is (will be) the most exciting thing for you about being a parent?
2. How do you think people can prepare themselves to become good parents?
3. How has (will) learning about being a parent affect(ed) your attitudes toward your own parents?
4. What do you believe are (will be) your primary responsibilities toward your children?
5. How have (will) you adapt(ed) your parenting as your children (have) become older?
6. What are your reasons for wanting (or not wanting) more children after the first one?
7. What contributions do (will) your children make to your family.
8. What do you think is the most important area to consider in raising your children?
9. Would you adopt future children? Why or why not?
10. How much time do you (plan to) spend with your children each day?
11. If you found out that your twelve-year-old son was stealing money from your wallet, how would you deal with this situation?
12. What are (were) your parents' most valuable qualities.
13. What age is best for a person to become a parent? Why?
14. In what ways are a mother and a father different?

UNIT FOUR - THE GRIEF PROCESS AND THE WAYS FAMILIES AND INDIVIDUALS DEAL WITH DEATH.

Death education is a topic which has been neglected in many Family Life Education curriculums. Marriage and family writers have not dealt with death in the family as a crisis situation. The separation crisis frequently discussed in marriage and family texts is divorce, and while divorce may occur within a family, death will occur. Sociologists suggest that coping with the death of a significant other is a topic which needs to be dealt with in the realm of family crisis. Life styles are changing and death is now seldom found in the home; it occurs away from the family in a hospital, nursing home, or elsewhere as in the case of accidental death. As actual death becomes more remote in our culture, other death related experiences, particularly those presented through television increase. Children and adolescents in today's society are "protected" from death. Death education has been defined by Levition (1977) as "a developmental process that transmits to people and society death-related knowledge and implications resulting from that knowledge."³⁴ Based on this definition, an instructional unit on Death Education for the Secondary level should reflect both cognitive and affective

³⁴ Darrell Crase, "Death Education Within Health Education: Current Status, Future Directions, "Journal of School Health (December 1981): 646-649.

dimensions. Students need some basic knowledge that will in turn give them some direction in their confrontation with the dying process, death management, and grief reactions regardless of when they need it? Just as with education about human sexuality and other potentially controversial and sensitive issues, the subject of death education should be confronted openly and honestly.

A survey of teachers in Hemet High School shows a lack of any specific guidelines or curriculum for teaching Death Education. An evaluation and survey of students at Hemet High School about Death Education indicate the following areas of concern:

1. The management and disposal of bodies;
2. The economic responsibilities of a funeral or burial service, and
3. The need for a better understanding of the grief process.

Curriculum development, research and evaluation for Death Education has been primarily focused at the university and college level. Even at the college level few attempts have been made for providing formal preparation for the beginning teacher. The neophyte death educator has few resources to aide in the development of curriculum, setting of goals and objectives or self-development.

Health educators were asked to identify concerns or problems which were encountered in the teaching of Death Education. Issues of concern expressed by the educators were as follows:

1. Too many inadequately trained teachers. Need for quality professional preparation of death educators.
2. Concern for students who are experiencing pain over the death of a loved one, and the ability of the teacher to cope with this emotional reaction.
3. Teachers need to appear as objective and uncommitted as possible.
4. How should religious beliefs about death be conveyed?
5. Should death be presented only as a naturalistic, scientific phenomenon, or should teaching about religious concepts of afterlife be included?
6. What should determine the balance between the factual base to the course, learning experiences that involve students actively, and confrontive experiences that may cause learners to experience emotions related to death and dying.³⁵

The most predominant concern is that anyone with only minimal teaching credentials can be assigned to teach death education.

Evaluation of Death Education is difficult because attitudes change slowly, and individual differences in personalities and attitudes make precise measuring and analysis in this are

³⁵ Robert D. Russell, Malcolm Goldsmith, and Nancy Lee Jose, "Death and Dying as a Controversial Issue in Health Education," Health Education, (November/December 1982): 20-25.

extremely difficult. Generally, death education curriculums work within a framework of anxiety reduction. The program seeks to bring about comfortable interactions with death and dying phenomena and with death and dying as a personal reality. The evaluation made has to deal with a qualitative measurement.³⁶

The Family Life Educator sees the role of the teacher in death education as continuing the process initiated by the parents. Special units can be developed according to the age and developmental stage of the child, or the teacher can use the "teachable moment approach" as death-related events occur in the community or as a student is touched in some way by a death. Most children can cope with death when their developmental age and psychological readiness are taken into account.³⁷ When education deals with the topic of death, it should not only reduce anxiety surrounding these happenings but also should enhance the curriculum to actually prolong life in many cases. Irish and Green comment that "no death education is death education, but the wrong type," meaning that the avoidance of the subject

³⁶ W. G. Warren, "Personal Construction of Death and Death Education," Death Education, (June 1982): 17-27.

³⁷ Dixie R. Crase and Darrell Crase, "Death, Dying and Loss," Family Life Education (Spring 1984): 12-15.

conveys certain attitudes and fears which are maladaptive for the child's later experience.³⁸ The introduction of death into the classroom will give adolescents the opportunity to explore death on the academic-information level. The more experience adolescents have in discussing and verbalizing about death the more comfortable they will become. There needs to be a blending of informational and emotional approaches about death to allow the student to develop a deeper understanding and interaction with death concepts.

Gretchen Mills' book, Discussing Death a Guide to Death Education, is a comprehensive curriculum guide to death education based on developmental sequences which try to match the social and academic levels of students at various age levels. Mills' guide incorporates the following teacher roles to help promote rapport in a death education program:

1. An understanding of death is influenced by the students ability to comprehend both concrete and abstract concepts.
2. The teacher must acknowledge students' questions about death in a positive manner and convey an attitude to the student that it is all right to talk about death.

³⁸ Betty R. Green and Donald P. Irish, Death Education, Preparation for Living (Cambridge, Massachusetts: Schenkman Publishing Company, 1971): pp. 124.

3. Teachers must be good listeners as well as givers of accurate information.
4. The teacher must answer students questions which arise from a religious framework in a way which will allow students to examine various religious concepts and develop respect for other people's beliefs.
5. Through unpressured opportunities in dealing with death in the classroom, the anxious student can join in activities as he/she becomes more comfortable with his/her own feelings.
6. It is equally important that teachers explore and confront their own feelings and thoughts about death and death education.³⁹

A review of the literature has found many writings about death and the need for death education but research about death education, curriculum guides, and evaluation of death education is still a new area of the educational spectrum. The five basic approaches to death education are the philosophical, sociological, psychological, medical-legal, and health education. Each teacher who works with death education must carefully choose a

³⁹ Gretchen C. Mills, Raymond Reister, Jr., Alice E. Robinson, Gretchen Vermilye, Discussing Death, A Guide to Death Education. (Palm Springs, California: E.T.C. Publications, 1976): pp. 2-11.

curriculum and mode of teaching which is sensitive to the needs of the student in this emotional area of education.

STATEMENT OF OBJECTIVES

A unit on Death Education at the Secondary level will be based on the following objectives:

1. Provide cognitive and affective dimensions of information concerning the broad spectrum of Death and Dying.
2. Identify personal and emotional resources necessary for coping with personal loss or the death of significant others.
3. Educate the student as consumer, relative to the commercial death market.
4. Examine the dynamics of grief and reaction of different age groups to the death of significant others.
5. Understand the causes and dynamics of adolescent suicide and the self-destructive behavior of older people.
6. Help students develop ease with which they can refer to and utilize death language.
7. Diminish anxieties, fears, and taboos surrounding death and dying.

The following unit on Death Education is focused on the Secondary Level and activities are planned for a six or seven day teaching unit. The unit on death and dying is the culmination unit for a semester long class in Family Life Education and is preceded by a unit on aging. The activities listed and the audio-visual materials used are only suggestions and can be varied to meet the needs of individual classes. Before embarking on a unit in Death Education, the teacher needs to be aware of, and

sensitive to, the lives of individual students and the death and grief situations they may have experienced.

Day One: Two activities are listed, either or both may be used.

1. A survey of feelings - attitudes about death and dying. After students complete the survey, a discussion and sharing of answers can follow. (Survey on Pages 32-34).
2. Brainstorm with students about "Areas of Interest and Concern in Death and Dying." Tell students that people have many kinds of things that interest and concern them about the topic of death. As students begin to brainstorm a list of the interests and concerns, topics such as burial, funerals, money, terminal illness, cremation, suicide, aging and death, death in other countries, humor, fears, grief and identify institutions will come up.⁴⁰

Day Two and Three:

Audio-visual film strip "But, He Was Only Seventeen."⁴¹

This filmstrip shows the death of a seventeen year old male student in an automobile accident, an incident with which

⁴⁰ Lynne Ann DeSpelder and Nathalie Prettyman, A Guidebook for Teaching Family Living. (Boston: Allyn and Bacon, Inc., 1980): p. 132.

⁴¹ But He Was Only Seventeen: The Death of a Friend. Sunburst Communications, Inc., Pleasantville, N.Y., 1981.

adolescents can readily identify. The filmstrip deals with the feelings of peers and family members in reaction to the death and talks about what to say or do for people who are grieving. What to say or do for bereaved people is of great concern to adolescents.

Day Four:

The grief process developed by Elizabeth Kubler-Ross helps students to understand and possibly identify anxieties, emotions and concerns associated with death and dying. An activity of this type allows the student to explore emotions silently or to verbalize if he/she so desires. The following stages of the Grief Process are used.

1. Shock
2. Emotional release
3. Depression and loneliness
4. Distress
5. Panic
6. Guilt
7. Hostility and resentment
8. Inability to return to usual activities
9. Hope
10. Struggle to affirm reality.

When using the above Grief Process the student must be made aware that grief is an individual process.

Day Five:

The filmstrip Suicide: Causes and Prevention helps the adolescent student understand the myths and realities of teen suicide. Students are able to voice their concerns about suicide and learn how to respond to a person who is contemplating or talking about suicide.

Day Six:

A mortician from a local mortuary is invited to class to answer questions prewritten by the students. The questions are anonymous and give each student a chance to ask a question which might otherwise go unanswered. The mortician's coming to class seems to dispel some of the fear in the death process. Other outside resource speakers might include Hospice personnel, suicide intervention and mental health workers.

Day Seven:

Following is an annotated list of audio-visual materials which may be used to conclude the unit on Death Education. The choice depends on the needs of the students and tone which the teacher wishes to end the unit on Death and Dying.

1. John Bakers Last Race; Produced and Distributed by B.Y.U., 1976. Deals with the courage of an Olympic miler facing death who still continues to encourage and inspire adolescents.

2. Cipher In the Snow; Produced and Distributed by B.Y.U., 1974. Tells about a young boy whom no one thought was important and the events following his sudden death.
3. Gramps: A Man Ages and Dies; Sunburst Communications, Inc. Grossman Publishers, Division of Viking Press, Pleasantville, N.Y., 1976. The story of an old man who in his old age and death is cared for by members of his family.
4. Peege: Producer, Kleiser-Knapp Productions; Phoenix Films, Inc. Shows how a young man who comes home from college for Christmas is able to break through communication barriers and reach his grandmother who has become isolated by age and failing mental and physical capacities.
5. The Mailbox: Produced and Distributed by B.Y.U., 1977. Shows the disappointment an elderly woman feels when letters from her family do not arrive. She dies before she reads a letter she finally received.

The Evaluation and post assessment exercise is in the affective mode. A one or two page paper may sum up the students' reactions, feelings, and experiences in going through a unit on Death Education. The evaluation has a two-fold purpose:

1. To help the student analyze his/her own feelings about death and dying, and
2. To guide the teacher in evaluating the effectiveness of a unit on Death Education.

STATEMENT OF LIMITATIONS

A Family Life Education curriculum, designed for a specific clientele is limited in scope and content by the socio-economic status and the religious and ethnic backgrounds of the students it serves as well as the background and sensitivity of the instructor(s) who have control not only of the materials but also of the emphasis given each section in time and depth. The curriculum is also limited in its development by the support of the school administration, parents and the community. Pressure groups may lobby vehemently against items which affect them. A school board whose main objective is "back to basics," and improvement of C.A.P. scores does not place Family Life Education as a top priority in the curriculum. The lack of coordinated materials and studies hampers the cohesiveness of each program as lack of research, guides, and workbooks leave each instructor in the position of reinventing the wheel with each new crisis.

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APPENDIX A

STUDENT PERCEIVED NEED FOR INSTRUCTION IN
FAMILY LIFE EDUCATION

GRADE LEVEL	10	11	12
SEX	M	F	

Which of the following topics do you feel are most important to know more about. Rank them with number one being the most important.

- | | | |
|-----|-------|---|
| 1. | _____ | Child Abuse |
| 2. | _____ | Drug Use and Abuse |
| 3. | _____ | Personal Health |
| 4. | _____ | Communication Skills |
| 5. | _____ | Nutrition |
| 6. | _____ | Understanding Family Relationships |
| 7. | _____ | Child Growth and Development |
| 8. | _____ | Alcoholism |
| 9. | _____ | Dating Relationships |
| 10. | _____ | Family Composition & Life Styles |
| 11. | _____ | Roles of Males and Females in
Today's Changing Society |
| 12. | _____ | Teenage Pregnancy |
| 13. | _____ | Divorce |
| 14. | _____ | Veneral Disease |
| 15. | _____ | Parenting Skills |
| 16. | _____ | Contraception (Birth Control) |
| 17. | _____ | Pregnancy and Reproduction |
| 18. | _____ | Self-Esteem |
| 19. | _____ | Consumer Economics |
| 20. | _____ | Understanding Your Emotions |

APPENDIX B

SURVEY OF FEELINGS AND ATTITUDES

1. When you were a child, how was death talked about in your family?
 - a. openly
 - b. with some sense of discomfort
 - c. only when necessary and then with an attempt to exclude the children.
 - d. as though it were a taboo subject
 - e. never recall any discussion
2. Which of the following best describes your childhood conceptions of death?
 - a. Heaven-and-hell concept
 - b. after-life
 - c. death as sleep
 - d. cessation of all physical and mental activity
 - e. mysterious and unknowable
 - f. something other than the above
 - g. no conception
 - h. can't remember
3. How often do you think about your own death?
 - a. very frequently (at least once a day)
 - b. frequently
 - c. occasionally
 - d. rarely (no more than once a year)
 - d. very rarely or never
4. If you could choose, when would you die?
 - a. in youth
 - b. in the middle prime of life
 - c. just after the prime of life
 - d. in old age
5. What aspect of your own death is the most distasteful to you?
 - a. I could no longer have any experiences.
 - b. I am afraid of what might happen to my body after death.
 - c. I am uncertain as to what might happen to me if there is a life after death.
 - d. I could no longer provide for my dependents.
 - e. It would cause grief to my relatives and friends.
 - f. All my plans and projects would come to an end.
 - g. The process of dying might be painful.
 - h. Other (specify)

6. To what extent are you interested in having your image survive after your own death through your children, books, good works, etc.?
 - a. very interested
 - b. moderately interested
 - c. somewhat interested
 - d. not very interested
 - e. totally uninterested
7. If you had a choice, what kind of death would you prefer?
 - a. tragic, violent death
 - b. sudden but not violent death
 - c. quiet, dignified death
 - d. death in the line of duty
 - e. death after a great achievement
 - f. suicide
 - g. homicidal victim
 - h. other
8. If it were possible would you want to know the exact date on which you are going to die?
 - a. yes
 - b. no
9. If your physician knew that you had a terminal disease and a limited time to live, would you want him to tell you?
 - a. yes
 - b. no
10. If you were told that you had a terminal disease and a limited time to live, how would you want to spend your time until you died?
 - a. I would make a marked change in my lifestyle (travel, sex, drugs, other experiences).
 - b. I would become more withdrawn (reading, contemplating, praying).
 - c. I would shift from my own needs to a concern for others (family, friends).
 - d. I would attempt to complete projects; tie up loose ends.
 - e. I would make little or no change in my lifestyle.
 - f. I would try to do one very important thing.
 - g. I might consider committing suicide.
 - h. I would do none of these.
11. How would you feel about having an autopsy done on your body?
 - a. approve
 - b. don't care one way or the other
 - c. disapprove
 - d. strongly disapprove

12. What efforts do you believe ought to be made to keep a seriously ill person alive?
 - a. all possible effort: transplantations, kidney dialysis, etc.
 - b. efforts that are reasonable for that person's age, physical condition, mental condition, and pain
 - c. after reasonable care has been given, a person ought to be permitted to die a natural death
 - d. a senile person should not be kept alive by elaborate artificial means
13. If or when you are married, would you prefer to outlive your spouse?
 - a. yes
 - b. no
 - c. undecided
14. What is your primary reason for the answer you gave above?
 - a. to spare my spouse loneliness
 - b. to avoid loneliness for myself
 - c. to spare my spouse grief
 - d. to avoid grief for myself
 - e. because the surviving spouse could cope better with grief or loneliness
 - f. to live as long as possible
 - g. none of the above
 - h. other (specify)
15. How important do you believe mourning and grief rituals (such as wakes and funerals) are for the survivors?
 - a. extremely important
 - b. somewhat important
 - c. undecided or don't know
 - d. not very important
 - e. not important at all
16. If it were entirely up to you, how would you like to have your body disposed of after you have died?
 - a. burial
 - b. cremation
 - c. donation to medical school or science
 - d. I am indifferent
17. What kind of funeral would you prefer?
 - a. formal, as large as possible.
 - b. small, relatives and close friends only
 - c. whatever my survivors want
 - d. none

18. How do you feel about "lying in state" in an open casket at your funeral?
 - a. approve
 - b. don't care one way or the other
 - c. disapprove
19. What is your opinion about the costs of funerals in the USA today?
 - a. very much overpriced
 - b. no one has to pay for what he doesn't want
 - c. in terms of costs and services rendered, prices are not unreasonable.
20. What are your thoughts about leaving a will?
 - a. I have already made one.
 - b. I have not made a will, but intend to do so some day.
 - c. I am uncertain or undecided.
 - d. I probably will not make one.
 - e. I definitely won't leave a will

What effect has this questionnaire had on you:

- a. It has made me somewhat anxious or upset.
- b. It has made me think about my own death.
- c. It has reminded me how fragile and precious life is.
- d. No effect at all.
- e. Other effects (specify).