FAMILY LIFE EDUCATION

7 - 12

Baltimore City Public Schools / 1967
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The systemwide program of Family Life Education which the Baltimore City Public Schools are planning to implement during the scholastic year 1967-1968 represents the results of planning and experimentation that have gone on for over a decade. As early as 1956, Dr. Lillian B. Davis, former Supervisor of Health, provided leadership in training staff members in the areas of personal and family living. Elective courses at the secondary level were instituted in several schools. Parent Education Institutes were conducted for Parent-Teacher Associations to help parents deal with problems of adolescence. Two significant reports were prepared by Family Life Education Committees appointed by the Superintendent. Further encouragement for the development of a systemwide program was included in the recommendations of the Citizens School Advisory Committee in its report, November 1964.

In 1965, the responsibility for providing leadership in implementing the systemwide program was assigned to the newly organized Curriculum Development Office. In 1966, the Curriculum Development staff conducted a workshop for teachers, and national authorities in Family Life Education were used as consultants. During the summer of 1966, a committee of teachers started preparing instructional materials for use in the program. In July 1967, Mr. Ronald Elwell, Department Head in Physical Education, was assigned to the Curriculum Development Office to complete the drafts of the instructional guides and organize the program implementation. In a short time, Mr. Elwell, working under the direction of Miss Evelyn Girardin, Curriculum Coordinator, has made significant progress in implementing the sequential program in Family Life Education, Kindergarten through the twelfth grade.

In the expanding program, many instructional approaches will be used. Where learnings fit into the disciplines taught, emphasis will be given in special units. For example, units on population pressure will be included in the social sciences at various levels. Team teaching, regional conferences, and seminars will be used to utilize existing staff as well as community resource personnel. Considerable assistance to the program will come through use of an enlarged collection of audio-visual materials.

It is our belief that Family Life Education will "help the individual to achieve maximum physical, intellectual, emotional, social, and spiritual growth -- to live harmoniously with the members of his own and the opposite sex -- and to fulfill his role both as a person and as a dynamic force in the family life of his time." Thus, Baltimore joins in the national effort to improve family living with the production of instructional materials consisting of concepts the school seeks to develop and appropriate content material.

To all who have contributed to the development of the Family Life Education program, the Baltimore City Public Schools express a debt of gratitude.

Vernon S. Vavrina
Associate Superintendent
Curriculum and Instruction

September 1967
ACKNOWLEDGMENTS

Many people have been involved in the development of the Family Life Education Program in the Baltimore City Public Schools. Appreciation is expressed to individuals and to groups who have participated in this project. The continuous encouragement, leadership, and support of Dr. Vernon S. Vavrina, Associate Superintendent, Curriculum and Instruction have made this program possible. The creative ability of the graphic arts section, Instructional Materials Center, is responsible for the design and production of the cover. Special recognition is also due the following groups for their vision and for their guidance:

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INTRODUCTION

Changing Family Patterns

In the early days of civilization, as well as during the past centuries in the United States, education was largely the function of the family. Parents taught their children household skills and farm proficiency. Instruction in reading, writing, and arithmetic was carried on around the family fireplace. Instruction in religion, too, was essentially the responsibility of the family.

Industrialization and urbanization caused many changes in family relationships. Education gradually became more the business of the community than of the home, and the responsibility for religious instruction was shared by the home and the organized church.

This continually changing social and economic structure, with expanding technology, and new automation, has tended to disrupt the old family patterns. Parents and children no longer spend many hours together laboring for and enjoying the home and family relationships. It is difficult to maintain unity of family interests and concern in the present scene. Some families, unable to cope with these changes, have broken up completely. There are other families, however, who continue to live under the same roof but without any true family life experiences.

Recognizing that a healthy personality develops best when it is nourished as part of a family which loves, works, and plays together various agencies including schools and religious organizations are increasing their efforts to encourage cohesiveness in the family unit.

Educational Objectives

Today, education attempts to provide opportunities and guidance for each child to achieve his maximum development. It strives to teach those skills and techniques necessary for a productive, satisfying life, both in the present and the future. It seeks to help the individual learn to live and work with his family, friends, and colleagues in an everwidening area.

Family Life Education: A Shared Responsibility

To realize today's accepted objectives of education in the light of changing family patterns, the school must do its part in strengthening
family life. This responsibility the school shares with the home, the church, and other community agencies.

Family Life Education involves all school experiences which help the individual to develop to his fullest capacity as a present and a future member of a family. It is concerned with the total development of the individual. Its aim is to help the individual to live harmoniously with the members of his own and the opposite sex and to fulfill his role both as a person and as a dynamic force in the family life of his time.

Sex education, as a part of Family Life Education, includes much more than the facts of reproduction. Of greater importance is the development of attitudes toward the roles of sex and their psychological, social, and economic implications.

Each child should be guided in developing and understanding of family life and his contribution as a participating member of the family group. Each child should be aided in making wholesome adjustments in all human relationships.

The entire curriculum seeks to provide opportunities for the child to develop to his maximum as a person and as a member of society. The desired learnings, skills, and attitudes which are related to some aspects of Family Life Education are developed throughout the curriculum. This is particularly true in the teaching of social studies, science, health, literature, and home economics. Only as each teacher accepts his responsibility for adequate instruction in family living will the objectives of the program be translated into realities.
OBJECTIVES OF FAMILY LIFE EDUCATION

To help the student become a more effective member of a family and the community
To reaffirm the importance of the family as the basic unit of society
To emphasize the function of the family in wholesome personality development
To explore the factors that promote successful family life
To develop sound health knowledge and understandings that are fundamental to intelligent behavior
To develop a growing awareness of one's needs at different stages of development
To gain insight and understanding of emotions and develop acceptable means of expressing them
To grow in becoming responsibly independent, mentally alert, and morally sound
To assist children and young people in making good decisions about questions of personal conduct and family relations
To develop skills in interpersonal relationships
To develop a concept of mutual responsibility in all relationships
To provide sound preparation for marriage, parenthood, and homemaking
To apply basic homemaking competencies in marriage, parenthood, and home management
CONCEPT I - Family Living Influences One’s Attitudes, Values, And Behavior

TOPIC - Role Of Family Members

Understandings

The family is the first and most significant unit to which one belongs.

The family exists to meet the basic needs of its members.

The well-being of any family depends in large measure on the values held by that family and the goals it is attempting to reach.

In a family, each member is important and valuable, and each has a job to do.

The changing patterns in family living make it essential to look for new ways for developing a sense of responsibility.

Each member should understand and respect the contributions of the others.

The roles of family members can change and it becomes the responsibility of the other members to maintain family unity.

All members of a democratic family unit have a voice in making decisions.

The family’s attitudes toward safety, and its safety practices, are basic to the family’s well-being.

Wise use of family resources concerns all members of the family.

Content-Junior High

Parents’ Responsibilities

- Setting standards of behavior (based on the needs of the individual members of the family)
- Exercising authority (agreement between parents or the authority figures within the family unit)
- Managing family finances
  - Budgeting
  - Allowances

Children’s Responsibilities

- Respecting authority
- Participating in the making of some family decisions

Child Care

- Bathing
- Feeding
- Dressing
- Providing appropriate play activities
- Protecting from potentially dangerous situations
- Preparing for sleep

Content-Senior High

Privileges And Responsibilities of Family Members

- Decision Making
- Family Finances
- Managing funds (Consumership)
Understandings

All members of the family are consumers and should know the value of total family planning.

An adequate economic base is necessary for satisfying family living.

Content-Junior High

Safety In The Family Group

Improving environment, activities and attitudes toward safety

Management Of The Home

Managing funds (Consumership)

Comparison shopping

Packaging

Advertising

Labeling

Sources of information available to the consumer

Earning money

Using time, talents, interests, energy of family members

Influence of technology upon family members

Content-Senior High

Safety In The Family Group

Using the automobile

Management Of The Home

Understanding the content and construction of materials in terms of value received

Two vs. one income

Renting or buying a home
CONCEPT I - Family Living Influences One's Attitudes, Values And Behavior

TOPIC - Factors Contributing To Family Unity

**Content-Junior High**

Relationships Within the Family

Developing satisfactory communication with parents

Accepting brothers and sisters

Understanding the needs of older relatives who live in the home

**Content-Senior High**

Relationships With Others In The Family

Becoming aware of the importance of home management

Understanding need for supervision

Accepting division of labor

Making decisions

**Content-Junior High**

Family Patterns And Customs Influenced By Ethnic, Regional And Religious Background

Becoming familiar with family customs

Becoming familiar with family patterns

Family

Polygamous

Individualistic

Patriarchal

Monogamous

Matriarchal

Becoming familiar with family structures

Two-parent family

One-parent family

Families with step-fathers or step-mothers

Families with relatives as heads of the family
CONCEPT I - Family Living Influences One's Attitudes, Values And Behavior

TOPE C - Use Of Leisure Time

Understandings

Selectivity and balance are essential objectives in the choice of leisure time activities.

The family unit is strengthened by all members of the family unit working, playing and worshiping together.

Content-Junior High

Family Activities
- Engaging in sports
- Spectator
- Participant
- Making trips and visits
- Participating in hobbies and crafts

Selection Of Worthwhile Reading Material

Avoidance Of Pornography

Content-Senior High

Community Resources
- Hobbies
- Family Activities
- Avocational Skills
- Sports
- Safe Driving
CONCEPT II - Growth And Development Is Personal, Unique And A Natural Life Process

TOPIC - Body Functions And Care

**Understandings**

Adequate nutrition, physical and medical care, and good health practices are essential to the development of healthy bodies.

The child's self concept influences behavior. Some understanding of feelings and needs is useful to the child in accepting himself as well as others.

**Content-Junior High**

- Good Grooming
- Influencing self image
- Showing concern for personal appearance
- Selecting and caring for clothing

**Influences Of Emotional Factors On Health:**

- Responsibility for channeling feelings in socially approved ways
  - Joy
  - Love
  - Frustration
  - Anger
  - Fear
  - Weight Control
  - Puberty

**Content-Senior High**

- Cleanliness Of Skin And Scalp
- Preventing infections

- Weight Control
CONCEPT II - Growth And Development Is Personal, Unique And A Natural Life Process

TOPIC - Sex Education

Understandings

Each individual goes through certain stages in development, but the rate is different for each individual.

The pattern of physical development for boys differs from the pattern for girls.

Physical growth and maturity determine the readiness of the body to function. A child must work on the tasks that are appropriate for each level of development.

All individuals have basic emotional needs.

Each individual has limitations and strengths.

Responsibility is basic to mature sexual behavior.

The separate systems that regulate body functions are interrelated.

Wholesome attitudes, ideals and practices about sex and life processes are important to the development of the healthy individual.

Venereal disease is a serious health hazard.

Content-Junior High

Adolescent Growth Patterns

Becoming aware of physical change

General

Boys

External

Internal

Girls

External

Internal

Understanding emotional change

Functions Of Glands And Hormones

Human Reproduction

Learning about reproductive organs and their functions

Male

Testes, penis

Seminal emission

Human Reproduction

Understanding aspects of pregnancy

In marriage

Physical

Mental
Understanding

Content-Junior High

Female
Vulva, vagina, ovaries, tubes, uterus
Menstruation
Beginning of human life
Fertilization
Gestation
Birth

Venereal Diseases
Understanding the cause and effects
Becoming aware of ways of prevention, control and treatment
Masturbation

Content-Senior High

Out of wedlock
Physical
Mental
Emotional
Understanding variations in births
Caesarean
Premature
Multiple

Birth Control

Communicable Diseases
Understanding effects on mother and child
Becoming aware of the danger of venereal disease
Syphilis
Gonorrhea
Homosexuality
Masturbation
CONCEPT II - Growth And Development Is Personal, Unique And A Natural Life Process

TOPIC - Effects Of Stimulants And Depressants

Understandings

The Surgeon General of the United States has reported that use of tobacco is hazardous to health.

Only physicians are trained and qualified to prescribe drugs. No one should buy, or accept, stimulants or depressants from unauthorized persons.

The human body is the most highly developed and complex organism known to science.

The wise selection of nutritious beverages and food is essential to good health.

The purposes of mass media in advertising are commercial, and not therapeutic.

Content-Junior High

Drugs
- Using drugs in medicine
- Treatment of disease
- Anesthesia
- Governmental control
- Misusing drugs
- Habituation
- Addiction
- Illegal distribution

Glue Sniffing

Advertising And The Consumption Of Alcohol, Tobacco And Drugs

Systems Of The Body Affected By Tobacco, Alcohol And Drugs

Content-Senior High

Use And Misuse Of Drugs
Alcohol And Alcoholism
CONCEPT II - Growth And Development Is Personal, Unique And A Natural Life Process

TOPIC - Community Agencies And Services That Protect And Maintain The Health Of The Individual

**Understandings**

Community agencies and services are available to protect and maintain the health and welfare of all citizens.

**Content-Junior High**

- The Baltimore City Health Department
- The State Department Of Health
- United States Department Of Health, Education, And Welfare
- The World Health Organization (WHO)

**Content-Senior High**

- The Baltimore City Health Department
- The State Department Of Health
- United States Department Of Health, Education, And Welfare
- The World Health Organization (WHO)
CONCEPT III - Successful Living Requires Sound Personal-Social Relationships

TOPIC - Essentials Of Good Grooming

Understandings

Careful grooming enhances the appearance of the individual, and leads to a greater acceptance of self.

Clothing should be kept in good repair, and should be appropriate for the age of the wearer, as well as for the time and for the occasion.

Propriety in dress and behavior requires the ability to oppose group demands which conflict with personal standards.

Content-Junior High

Attire Appropriate To The Occasion

Extremes Of Dress As Reflection Of Character

Maintenance Of Clothes

Cleaning

Repairing

Content-Senior High

Extremes Of Dress As Reflection Of Character
CONCEPT III - Successful Living Requires Sound Personal-Social Relationships

TOPIC - Performance Of Social Obligations

Understandings

Courtesy and respect toward others are obligations of the individual in establishing satisfactory relationships.

Recognition and acceptance of differences in all people are essentials of mature social behavior.

Peer relationships affect the personal growth and development of the individual.

The interaction of the individual with his environment affects his development.

Children grow through opportunities that encourage some freedom of choice and action.

Content-Junior High

Respect For And Obligations Of Leaders And Followers

Obligations To Parents And Other Adults

Behavior In Public Gatherings

Conforming to expectation in audience situations

Producing acceptable behavior on vehicles of transportation

Content-Senior High

Standards For Selection Of Friends

Responsibilities Of Host And Guest
CONCEPT III - Successful Living Requires Sound Personal-Social Relationships

TOPIC - Behavior Toward Unknown Adults

**Understandings**

Accepting rides, bribes, or any inducements from strangers can be hazardous to physical and mental health.

"Acquaintanceship" and "friendship" are different kinds of social relationships.
CONCEPT III - Successful Living Requires Sound Personal-Social Relationships

TOPIC - Principles Of Popularity

Understandings

Satisfying interpersonal relations involve an effort to understand and appreciate people.

Friendships are strong interpersonal relationships requiring continuous reciprocal implementation.

Love is an enduring, profound emotional relationship which involves spiritual and physical bonds.

Establishing a home is a serious, mature, undertaking; the needs, philosophies, and goals of both partners must be considered in the planning.

Responsible family partners must be knowledgeable in the areas of budgeting, home management, and child care in order for the home to function successfully.

Cultural patterns are established in any given culture as an integral part of the social heritage.

Content - Junior High

Dating
- Considering general factors
  - Age
  - Etiquette
  - How to be a good date
  - How to choose a good date
  - Family and dating

Going steady
- Reasons
- Advantages
- Disadvantages

Breaking up

Dating standards

Expression of affection

Acceptable and unacceptable behavior

- Necking
- Petting

Standards, and their importance

Personal standards and popularity

Reasons for basic moral codes

Content - Senior High

Dating

- Considering mate selection
- Going steady and trial engagements

Engagement

- Recognizing advantages
- Understanding reasons for breaking-up

Selection Of Marriage Partner

- Becoming aware of factors to consider
- Understanding elements of growing in love
- Understanding misconceptions about love

Readiness for Marriage

- Understanding legal requirements
- Becoming aware of life aspirations or goals

Marriage Day By Day

- Deciding where to live
- Deciding on handling of money
Understandings

Content-Junior High

Content-Senior High

Divorce

Understanding causes

Becoming aware of the effects

Legal reasons for divorce

Problems after divorce
The following is a complete listing of the audiovisual materials in the K-6 and the 7-12 and Adult editions of the Audiovisual materials and Equipment Directory.

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