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The Parenthood Education Curriculum is available on the Oregon Department of Education website at <http://www.ode.state.or.us/search/results/?id=269>.

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PARENTHOOD EDUCATION CURRICULUM GRANT

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PARENTHOOD EDUCATION CURRICULUM RATIONALE

INTRODUCTION

How to nurture human development is an on-going question individuals and families face from one generation to the next. The ability to nurture humans across the life span is influenced by the complexities of life today. Many of the conditions in society and in parent-child relationships have the potential of causing or contributing to human suffering. The need for all young people to critically contemplate the role of responsible family life and parenting is becoming more evident in shaping the future of society. How does one manage work, family, and parenting responsibilities? What are the multiple realities of parenting for both males and females? How do "I" develop healthy parent-child relationships and thus influence the well-being of society?

THE CURRICULUM FRAMEWORK

Oregon's Parenthood Curriculum has been designed for use within the state's high school Family and Consumer Sciences classrooms. Although specifically designed for students who have not yet become parents, it is applicable in a variety of programs, including those for teen parents.

The overall goal of the Parenthood Education Curriculum is to enable future parents to nurture their children. The philosophy is based on a prevention perspective that is attempting to take an active approach to creating conditions which promote well-being of parents and children.

The curriculum is organized around the **practical perennial problem** of "what to do about nurturing human development." Practical problems are a "revived notion of educational methods that allow us to identify problems and move to resolution, in a way that involves us to take action." Practical problems, according to William Reid (1999) in his work, *Curriculum as Institution and Practice* are those that:

1. deal with questions that have to be answered;
2. the grounds on which a decision should be made are uncertain;
3. must consider varying existing affairs;
4. are unique in time and context;
5. involve competing goals and values;
6. have no predictable outcome; and
7. the grounds on which we decide to answer the questions are not ones that point to the desirability of the action chosen as an "act in itself," but grounds that lead us to believe that the action will result in some desirable state of affairs (Chapter 2, pp. 22-23).

The "**Practical Reasoning Process**" has been selected as the framework for the curriculum in order to help students examine the underlying causes of "**practical problems**" and the implications of solutions on themselves, their families, and society in general. In other words, the individual decisions "I" make have human consequences and social consequences. Rather than memorizing facts, students acquire information and move from thinking to action in a responsible way. This is in contrast to the technical approach or the "banking" system of education where the teacher decides what information the students need to know and then presents that information as "deposits" of knowledge.

The "**Practical Reasoning Process**" begins by identifying a common problem or question. Then the teacher and students consider four areas in which to examine the problem:

1. **Awareness of Context** – all the factors in society which might affect what should be done about the problem.
2. **Desired Results** – the most ideal regarding the problem or question.
3. **Alternative Approaches** – various ways of dealing with the problem.

4. **Consequences of Action** – related to the alternative solutions.

The curriculum enables students to interrelate their life experiences and their educational experiences in preparing for future parenting responsibilities and in moving from thinking to action in a responsible way.

The teacher should remember that a variety of teaching strategies for developing critical thinking skills are integral in using the Practical Reasoning framework. For example, the curriculum identifies numerous strategies within the directed activities in each unit. The teacher will find activities utilizing cooperative learning, discussion techniques, written exercises, and use of media, to name a few.

LABORATORY EXPERIENCE WITH CHILDREN

Actual experience working with young children should be a critical part of any parenthood education curriculum. Work with young children provides the opportunity for adolescents to develop a more realistic view of developmental capabilities of children and provides an avenue for “taking action” in guiding children through safe, educational experiences.

COMMUNITY GUIDANCE

All Family and Consumer Sciences programs are encouraged to establish community-based advisory committees. This is especially true for the Parenthood Education Curriculum. School and community interaction offers an opportunity to exchange ideas about student needs in a local community and strengthens program development.

TEACHER PREPARATION

Teacher preparation is critical in delivering the Parenthood Education Curriculum from a practical reasoning perspective. Family and Consumer Sciences teachers already have professional preparation in family studies, child development and parent education. However, preparation in the practical reasoning process is critical if the curriculum is to go beyond the banking method of teaching and challenge students to think critically and act responsibly when making parenting decisions.

REFERENCES

Reid, William (1998). *Curriculum as Institution and Practice*. Lawrence Erlbaum Associates.

HOW TO USE THE OREGON PARENTHOOD EDUCATION CURRICULUM MODEL

The curriculum format reflects the unique practical reasoning framework and is organized as follows:

Continuing Concerns

Specific **continuing concerns** were selected to reflect the developmental needs of high school students.

Related Concerns

Each continuing concern has **related concerns** which provide a framework for the curriculum unit. Each **related concern** is organized in a curriculum unit format and is written to the classroom teacher.

Desired Results for Learners

An overall statement of **desired results** is designed to assist the user of this curriculum guide in understanding the primary focus for each unit.

Learner Outcomes

The **learner outcomes** (commonly referred to as “objectives”) are stated in terms of the components of the “Practical Reasoning Process” (awareness of context, desired results, alternative approaches, and consequences of action).

Supporting Concepts

These are the major topics or concepts included in the curriculum unit.

Background Information

Each unit includes a section on background information. It is designed to be a resource for teachers and consists of a compilation of readings and thoughts of the writers. References for sources are included. Teachers are advised to refer to the original sources as often as possible.

Teacher Preparation

Teachers are encouraged to reflect upon their own life experiences related to the curriculum unit as they prepare for teaching. Questions are provided to stimulate that reflection.

Directed Activities

These are the suggested strategies to use for student-teacher interaction in order to help the student through the practical reasoning process relevant to the related concern. It will enhance the unit to use Directed Activities in the order presented and in their entirety; however, that will not always be possible. At the conclusion of each directed activity, the “Practical Reasoning Process” components that are emphasized through the activity are specified.

Resources

A listing of resources at the conclusion of each unit is provided for use in further study and for supplementing the Directed Activities.

Supporting Materials

The concluding pages of each unit are the Supporting Materials. These include any materials which can be used as a resource for the student or teacher, as well as activities the students can complete. The Supporting Materials are coded as SM-, with a corresponding number in sequence of use within the unit (e.g., SM-2)

UNIT TO INTRODUCE PRACTICAL REASONING TO STUDENTS

DESIRED RESULTS FOR STUDENTS:

Students will examine the components/skills involved in the practical reasoning process.

LEARNER OUTCOMES: Students will:

1. Become familiar with terminology used in the *Oregon Parenthood Education Curriculum Model*.
2. Examine component parts of the practical reasoning process used in the *Oregon Parenthood Education Curriculum Model*.
3. Practice using the practical reasoning process.

SUPPORTING CONCEPTS:

- A. Technical vs. Problem-Focused Approach.
- B. Rationale/Purpose.
- C. Practical Reasoning Process.

BACKGROUND INFORMATION:

The purpose of this unit is to familiarize students who will be using the *Oregon Parenthood Education Curriculum Model* with the practical reasoning process used throughout this document. Hopefully students will have a greater understanding of the concepts when they are familiar with the terminology and can comprehend some of the information the teacher has received through in-service training and reading the introductory pages of this manual.

The practical reasoning approach to education is in contrast to the technical approach, which emphasized skill, facts, and "how-to's," and where the teacher alone decides what information the student needs to know. When information is presented in the technical approach, there are usually right and wrong answers and the information frequently has a sequential order. It can be compared to the "banking" system of education where the teacher presents the information as "deposits" of knowledge. The intention of the banking system is that throughout life the student will "draw" from that deposit of information in order to live a good life.

The practical reasoning approach used in the curriculum model for parenthood education grows out of a search to solve the problems individuals and families face now and in the future. Students are led to "peel back the layers" and look for meanings rather than memorize facts. They not only acquire the information, but know how to act on it. Practical reasoning is based on the context of the problem as it looks at what is most desirable and what possible approaches can be used to arrive at the desired results. With this approach, the intellectual and emotional aspects of a person's life are integrated into the learning process. Proponents of this approach say it: 1) motivates students and promotes their personal involvement, 2) prepares students for the information age, 3) changes attitudes and values since facts alone do not, and 4) provides a proactive stance in that it helps students be advocates for change rather than accept existing conditions (AHEA Global Connections, 1988).

The contrast in the two approaches may be illustrated by considering the concept of communication between parent and child. In the technical approach, specific skills and techniques, such as "I messages," are based on the teacher's judgment that such skills are

important for all students. Within the practical reasoning approach, such specific skills would be viewed as an alternative approach for helping students reach the results they desire (in response to a previously identified problem) within the context of their own life experiences, emotions, feelings, and relationships.

The practical reasoning process starts with the identification of a problem. Practical reasoning is needed to decide what is best to do about a problem affecting the well-being of self and others, especially those in families. The problem-focused approach requires technical information in solving complex problems. While the technical approach involves “how to do,” the practical reasoning approach considers “what to do about,”

The practical reasoning approach “involves critical and creative thinking, communicating, and examining meanings and values in an atmosphere of trust and openness” (Ohio Vocational Consumer/Homemaking Curriculum Guide, 1983).

The *Oregon Parenthood Education Curriculum Model* has used four components to examine the defined problem. Because there is no specific sequence to these areas, they can be used in any order. An explanation of these areas can be found in the introductory pages. In addition, a further way to consider these areas with students is to ask questions, such as those that follow:

Desired Results:

- What is the goal?
- What is the ideal situation? The ideal state of affairs?
- What are some desired outcomes? What ought to be? What should be?

Awareness of Context:

- What’s going on – in the family? In my family? In society?
- What has been the historical influence of?
- What is the significance of the past for the present?
- Identify the factors involved – the people involved and the reasons for their involvement?
- What are the problems? Why and how are these problems?
- How reliable is the information? What myths exist about? What kinds of information should be taken into consideration in coming to decision about...?

Alternate Approaches:

- What are the ways to accomplish the goals or reach the desired results?
- What are possible solutions to the “problem”?

Consequences of Action:

- What are the consequences of using each of the alternative solutions to reach my goal?
- What happens if I act this way?
- What are the positive and negative consequences of these actions?
- What are the consequences to me? To my family? To my community? To my nation? To the World?
- What if everyone made this choice?
- How have these actions affected individuals and families?

Practical reasoning can help us examine the underlying issues; it is a framework that helps us “peel back the layers.” Some guidelines for peeling back the layers are:

1. Examine beliefs about one's own role in the situation.
2. Examine the meaning of actions taken in the situation.
3. Consider the norms governing the particular situation.
4. Gain an understanding of one's own needs in the situation.
5. Consider ways to satisfy one's own desires in the situation (Morgaine, 1989).

The Directed Activities which follow are designed to aid students in understanding the practical reasoning process and the terminology used in the Oregon Model. When students have attained the Learner Outcomes in this unit, it will assist them in accomplishing the Learner Outcomes for other concepts (units) covered in this Model.

TEACHER PREPARATION:

1. Think about your experiences as a student. How have you been taught? How often were you taught with the "banking" method of education?
2. Think about your own teaching styles. How do you teach? Do you use the "banking method" more than you want to?
3. Recall your initial experiences with the practical reasoning approach. How might you use those experiences to help teach your own students about it? How might you adapt this lesson to accomplish that purpose?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Technical vs. Practical Reasoning Approach

1. Help students think about the style of teaching their teachers have used by asking questions:
 - How were you taught?
 - What methods did your teachers use?
 - Who determined what they taught?
 - How much influence have you had on what you were taught?
 - What factors have influenced the way they teach/taught you?
 - What were/are their needs in fulfilling their role?
 - Are there other ways that might be used?
 - What might be some consequences or results if those ways are chosen?
 - What is the end goal of all teachers – what do they want to happen?

Supporting Concept B: Rationale/Purpose

2. Using a transparency master, poster or white board, explain the practical reasoning process by drawing symbols to represent the process as you talk about it. In the instructions that follow, the message to be given by the teacher is written with quotation marks around it. While talking, the teacher should draw the symbols that go along with the message.

"Practical reasoning helps us decide what is best to do about a problem which affects the well-being of ourselves, others and families. People must be able to communicate freely

with each other and a trusting atmosphere is important for this to be effective.” Write COMMUNICATION AND TRUST in the middle.

“In practical reasoning, the decision makers (you, your family, and your community) consider various areas for solving the ‘what to do about...’ problem. These include:

1. Alternative Approaches to solve the problem,
2. Consequences of Actions taken,
3. Awareness of Context affecting the problem,
4. Desired Results for everyone involved.”

(Write *Alternative Approaches*, *Consequences of Action*, *Desired Results*, and *Awareness of Context* to the side. SM-1 could be used for this activity.) Discuss what these terms mean, using the information given on “Practical Reasoning Process” (SM-2). This could also be used as a student handout.

“Throughout the process of gathering and sharing information, we are constantly interacting with each other, our thoughts, and our actions. Usually, we are not aware that we are considering all the information needed (alternative approaches, possible consequences, desired results, and context) in order to make the best decision possible.”

“This interaction, communication, action, and thinking process comprises practical reasoning. Becoming skilled in using these processes can help us make decisions we can be proud of – now and in the future.”

Supporting Concept C: Practical Reasoning Process

3. To help students understand the four components of practical reasoning, choose a practical “problem” as a class. (For example, “What do we do about alternate child care for young children of parents who are not at home?”)

In groups of three to four, have students make a list of the *Desired Results* or the ideal situation. (For example, using the above question, ask “What are the desired results regarding alternate child care for children? For parents?” Examples could be: safe, healthy environment, happy children, available when parent needs them, etc.) After several minutes, have the group come together to share ideas from smaller groups. Ask the following questions:

- Are these (is this) true for all individuals or families and across cultures?
- Are they defensible or correct or justifiable?

Again, in small groups, have students make a list of some influences on the situation (*Awareness of Context*) which might help in the decision-making process. (For example, “What are some factors in society that affect alternative child care? In the family? Why do parents use child care? What are circumstances in _____ (name of town) which affect our available choices for child care? Why do parents choose one type of care over another? Examples given might include: availability of child care centers in the community, parent’s attitudes regarding child care centers, etc.) In the larger group, share ideas from smaller groups. Discuss with the following questions:

- Where do our ideas come from?
- What traditions or assumptions seem to influence our thinking about this problem?
- How do different individuals and families experience this problem?

In small groups, have students list *Alternative Approaches* to the problem. (Using this example, "What are some solutions to alternative child care? What are ways you have been cared for while growing up? What are some ways children can be cared for while parents are away?" Examples given might include: child care centers, neighbor who takes children in, self-care, etc.) After several minutes, come together and share ideas in the large group.

In small groups again, have students list *Consequences of Action*. ("What are the real outcomes from each of these alternative solutions? What may be the short-term and the long-term consequences of each of these approaches to children? To parents? To society?") Share ideas in the large group, putting student's ideas on transparency or white board. Stress that the process and openness in discussion is more important than "right answers."

4. To give students more "practice," have them work in new groups of three to four and go through the process again, using a different problem. As a class, brainstorm a list of some problems families face (teen suicide, teen pregnancy, child abuse, bankruptcy, etc.) Have groups select a problem to address. Give each group butcher paper and magic markers. Have them write their problem at the top and work through the four components in sections on their paper. When finished, have the groups present their problem to the class. As an alternative to using butcher paper they could use "Practical Reasoning Think Sheet" (SM-3) and then as they share, complete a "Think Sheet" on an overhead transparency.
5. Have each student go through the practical reasoning process individually by completing the "Practical Reasoning Think Sheet" (SM-3). Remind students that when they identify consequences, they should refer to the consequences of each alternative approach. The "Think Sheet" could also be used as a homework assignment or quiz at the end of the unit.
6. Review the practical reasoning process in class discussion or in writing.
 - How is practical reasoning different from the "banking" method?
 - What are some advantages and disadvantages of each?
 - What does practical reasoning involve?
 - Where does it begin?
 - In what situations in life might you use it?

RESOURCES:

Global Connections: Development Education for the American Teenager through Home Economics. (1988). Washington DC: American Home Economics Association.

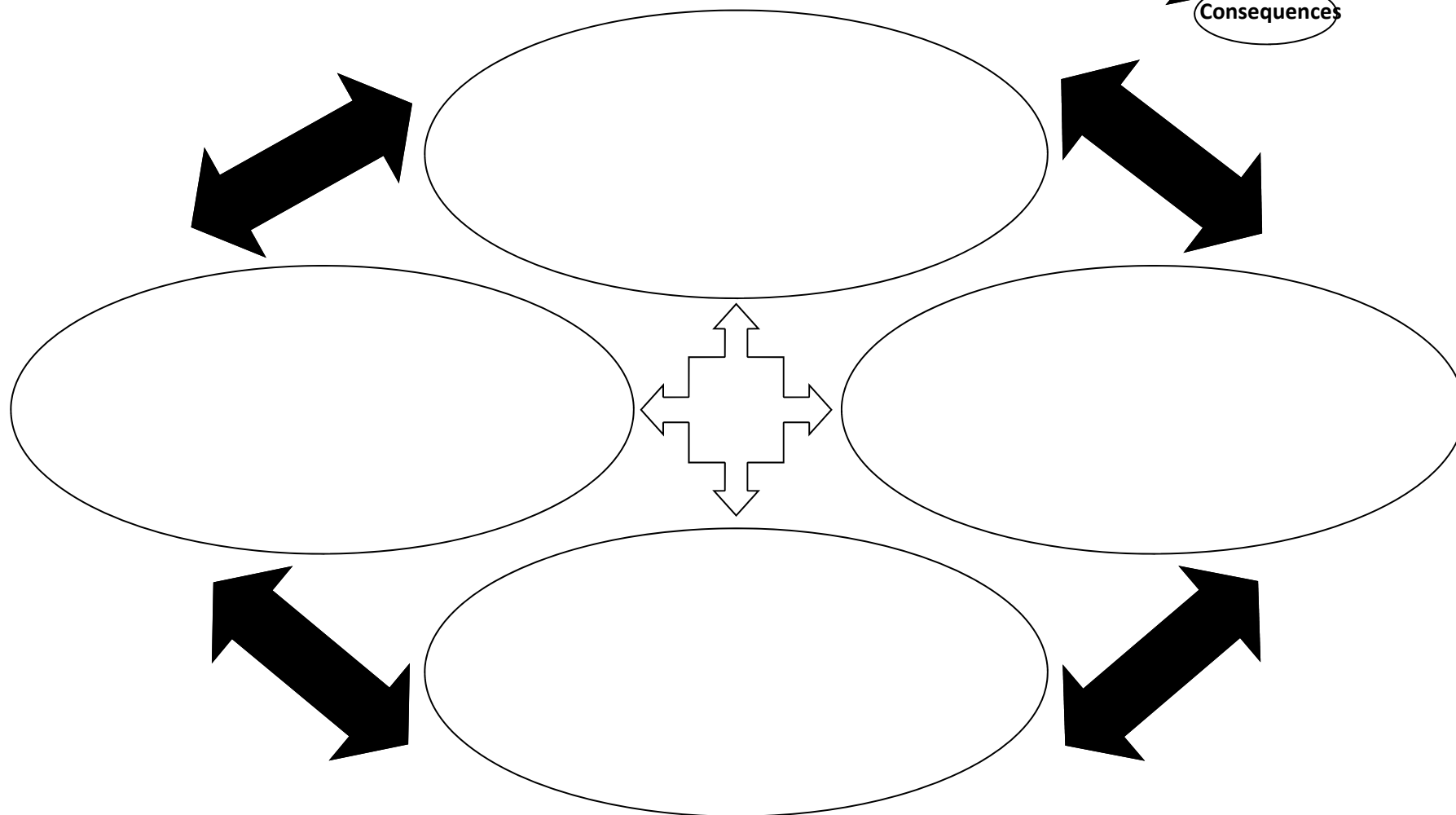
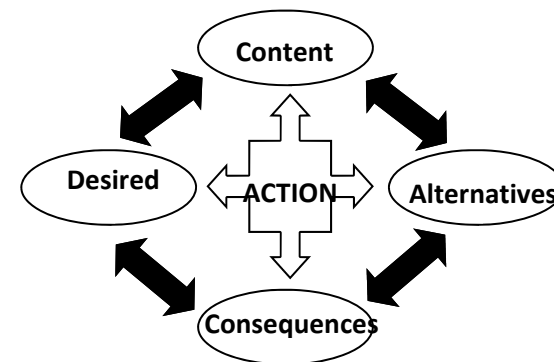
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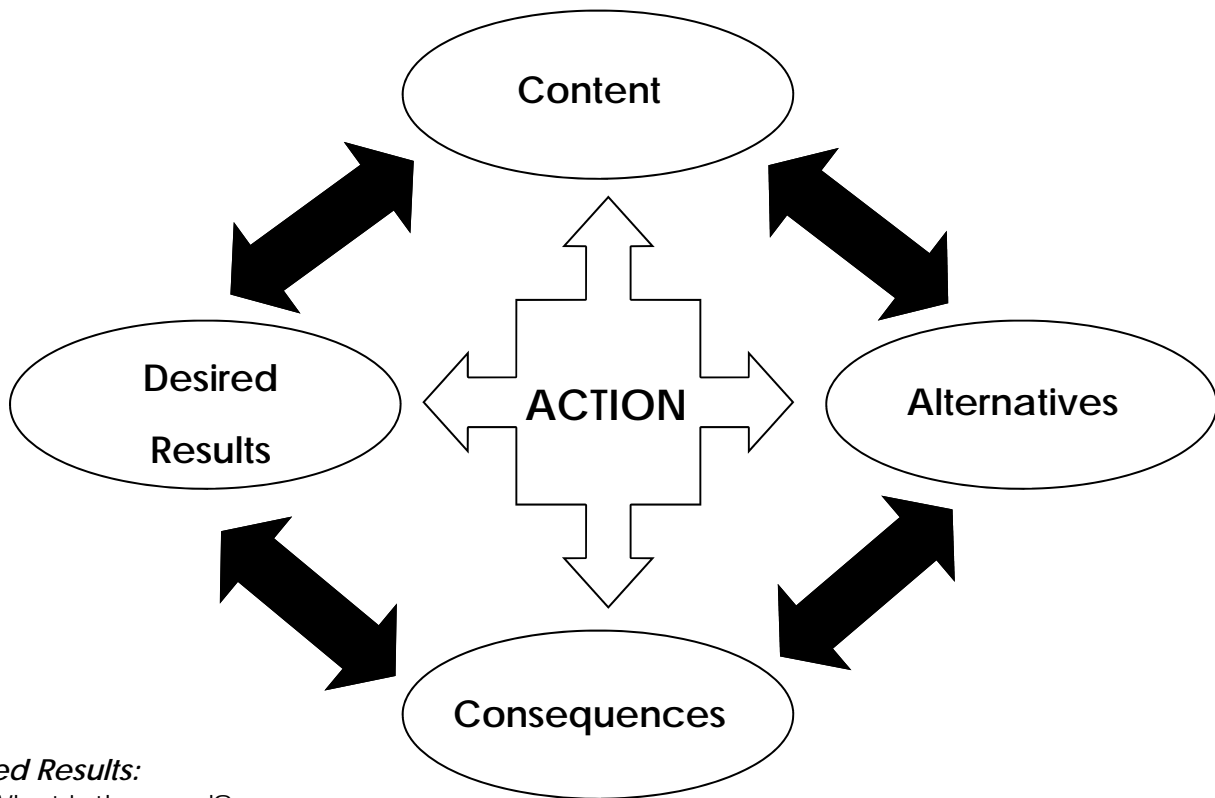
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PRACTICAL REASONING THINK-SHEET #2

Name _____



Practical Reasoning Process



Desired Results:

What is the goal?
 What is the ideal situation or outcome?
 What ought to be?
 What should be?

Awareness of Context:

What's going on – in the family and/or in society that affects this situation or the goal?
 What has happened in the past in the family and/or in society that affects this situation or the goal?
 Who are the people involved?
 What are some problems?
 What kind of information needs to be considered to reach the goal?
 How reliable is the information?
 What questions would you need to ask?

Alternative Approaches:

What are possible ways to reach the goal?
 What are some possible solutions?

Consequences of Action:

What happens if I act this way?
 What are the positive and negative consequences of each of these alternative solutions?
 What affect do the consequences have on me? On my family? On my community? On my world?
 What if everyone made this choice?

PRACTICAL REASONING THINK SHEET

Identify a *PROBLEM*:

Suggest *ALTERNATIVE APPROACHES* and *CONSEQUENCES*:

Alternative Approaches	Consequences
a.	1. 2.
b.	1. 2.
c.	1. 2.
d.	1. 2.
e.	1. 2.

Identify some *DESIRED RESULTS*:

- a.
- b.
- c.

Gather information to become aware of the *CONTEXT*. Identify some influences on the situation.

- a.
- b.
- c.
- d.

TAKE ACTION!

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Exploring the Realities of Being a Parent

RELATED CONCERN:

Multiple Realities of Parenting

DESIRED RESULTS FOR STUDENTS:

Students will examine the multiple realities of parenting.

LEARNER OUTCOMES: Students will:

1. Reflect on the examples of parenting they have seen in their lives and analyze the various meanings related to parenthood.
2. Examine various motivations for becoming a parent.
3. Begin to identify the rewards vs. the challenges of parenting.
4. Analyze the factors that should be considered in evaluating readiness for parenthood.
5. Begin to recognize the commitment necessary to be a parent.
6. Examine alternative approaches to achieving their desired results.
7. Analyze the consequences of actions for the various alternative approaches.
8. Consider the desired results in making a decision to parent.
9. Evaluate how present decisions about parenting may affect future goals.

SUPPORTING CONCEPTS:

- A. Parenting Roles/Family Function
- B. Motivation for Choosing Parenting
- C. Rewards vs. Challenges of Parenting
- D. Responsibilities of Parents
- E. Readiness for Parenting

BACKGROUND INFORMATION:

According to Hildebrand (2007) in *Parenting: Rewards and Responsibilities*, "Parenting: providing care, support and guidance that can lead to a child's healthy development" (p. 26)

Parenting Roles: Many people perform parenting roles. Anyone who interacts with children parents them to some degree. A caregiver is a term sometimes used to refer to anyone who cares for a child, whether on a long-term or short-term basis. All biological parents, foster parents, stepparents, adoptive parents, family members, babysitters, and professional child care providers are considered caregivers and all need similar skills in caring for children. In society we

are all responsible for children. Learning about children is important; some say it is the most important topic to be learned. By studying children, we show that we care for ourselves, other people, the world, and the future we have together. Because the perfect parent does not exist and we cannot teach persons to be perfect parents, it is more realistic to teach them to be competent parents.

Many people are not prepared to assume the role of parent. Understanding the complexity of human development does not come naturally. If parenting were instinctive, the transition to parenthood would be simple and smooth.

Parenthood can be viewed as a career, perhaps the most common career in the world. Viewing parenthood as a career is realistic. Careers demand commitment and parenting is an irreversible commitment. Both careers and parenting involve responsibilities, offer rewards, and present challenges.

Laws require parents to feed, house, educate, and provide health care for their children. In addition, a parent has a moral obligation to accept the responsibilities of meeting the many needs of children which could include love and belonging, safety, growth and development, spiritual and moral guidance, safety, and directing them to be useful members of society.

Family Functions: It is a well known fact that the family is a primary influence on the development of children. Over the past few decades the definition of “family” has changed to accommodate the various types of family structures. According to the U.S. Bureau of the Census, family is defined as “two or more persons related by birth, marriage, or adoption who reside together.” Thus, a family can consist of a single adult with biological or adopted children, a married couple with or without children, or two or more adult siblings living together. The way families are organized depends upon the culture and society in which they live. In some cultures, extended family members play important roles in the structure of the family, including socialization of the children. Extended families often provide a support system, lending help to families when needed. The nuclear family, which includes parents and their children, may find support from co-workers, friends, professionals, or government agencies.

The family is an important structure that performs many functions which allow society to survive from generation to generation. According to Roberta Berns in *Child, Family, School and Community, Socialization and Support*, the functions of the family are:

- *Reproduction. The family ensures that society's populations will be maintained—that is, that a sufficient number of children will be born and cared for to replace the members who die.*
- *Socialization/education. The family ensures that the society's values, beliefs, attitudes, knowledge, skills, and techniques will be transmitted to the young.*
- *Assignment of social roles. The family provides an identity for its offspring (racial, ethnic, religious, socioeconomic, and gender roles). An identity involves behavior and obligations. For example, children receive constant messages about table manners, about gender and household chores, about contributing to charities and a myriad of other “rules” that are taught either consciously or unconsciously.*
- *Economic support. The family provides shelter, nourishment, and protection. In some families, all members except very young children contribute to the economic well-being by producing goods. In other families, one or both parents earn the money that pays for goods the entire family consumes.*
- *Nurturance/emotional support. The family provides children's first experience in social interaction. This interaction is intimate, nurturing, and enduring, thus providing emotional security for children. The family also cares for its members when they are ill, hurting or aging. (page 82)*

As society changes, the way families carry out their various functions also change. For example, traditionally the man was responsible for providing economic support to the family and was the primary breadwinner while the woman typically cared for the children and maintained the household. Children were socialized to perform these roles. Today the trend is for more dual-earner families which have changed the way that families meet the needs of its members. Who cares for the children? Who does the household chores? How are work and family coordinated?

There are four key roots of socialization (how children learn socially acceptable behavior).

1. The first root of socialization is the establishment of a trusting relationship between the child and adult.
2. The second root of socialization is the prevention of discipline problems in advance.
3. The third root of socialization is allowing infants and toddlers time to incorporate the information you are sharing.
4. The fourth root of socialization is using strategies appropriate to the child's developmental stage.

Reasons for Parenting: In the past, parenthood was seldom viewed as a choice and most were expected to marry and have children. Today many people recognize that the decision to become a parent is one of the most important decisions people will ever make.

People decide to have children for many reasons. For many people, parenthood brings great joy and happiness. Often, people desire to share their lives with one another and raise a child in a loving, caring environment. They receive satisfaction from watching a human being develop through the stages of life. Children may make life fuller and more meaningful. Parents share a sense of achievement and love for their child. Smith and Apicelli (1982) state in *Family Matters: Concepts in Marriage and Personal Relationships* that children challenge us to be the best we can be. They allow us to get in touch with the child inside of us. They enable us to use the knowledge, experience, and interpersonal skills we spend a lifetime acquiring. Children provide a sense of meaning, a kind of continuity to our lives. They enable us to give expression to our need to love, nurture, and cherish.

People often choose parenthood for reasons considered to be inappropriate because they do not focus on the child. These may include saving a relationship, proving masculinity or femininity, getting away from an unpleasant job, wanting someone to love, wanting to be loved or be depended upon, continuing the family line, or ensuring that someone can take care of you when you are old.

In some countries, parents have children in order to contribute to the work force in the family. This was also true in the United States several generations ago (Hildebrand, 1990).

While many people in our society become parents, an increasing number of people do not. Others are physically unable to have children. Some people choose to delay parenting and some choose not to have children. Some reasons for delaying parenting or deciding against parenting are pursuit of career goals, limiting economic conditions, emphasis on individual and couple growth, age and desire for freedom. Adults who do not have children may find that society puts subtle pressures on them to become parents.

Rewards vs. the Challenges of Parenting: While parenting sometimes brings joy, for some it can include sorrow, despair, and regret. When children grow up, parents often feel rewarded and a great deal of pride if their children become productive, happy adults. But when children do not meet the expectations of their parents, it can cause a great deal of shame and remorse. Many

parents do not find their role to be as they anticipated. One of the realities of parenting is that it is an irreversible decision which makes it a commitment for life. When a person is taking care of a baby or small child, it is hard to realize that “Once a parent, always a parent” may become very real in years to come.

In general, society promotes parenthood by placing certain values on having children. The subtle message is that being a parent is more desirable than not having children (similar to the message that being married is more desirable than being single). Sometimes, however, the responsibilities and “hard work” which parenting requires prove demanding and disappointing, and parents may resent their children because of the inadequacy and frustration they feel. This may result in shame, child abuse, suicide, mental illness, or other problems for the people involved.

One of the realities of parenting is that a parent does not know if that experience will be a positive one or a negative one. For most people, parenting is full of both positive and negative experiences and the results cannot be predicted.

So what are the realities of parenting? It is a commitment for life. Rearing children is hard work. Children are demanding and expensive and cause permanent changes in the relationship and lifestyle of the parents. The rewards include the challenge to be our best, the chance to use our knowledge and skill, the additional sense of meaning that children add to our lives, and the opportunity to express our love.

(Note to the teacher: It is important that the teacher be completely honest with students regarding these issues. Many textbooks, magazine articles and “experts” in the field write very confidently regarding the positive aspects of parenting. This is true for many people, but students need to look at the underlying issues as they relate to the topic.)

Readiness for Parenting: Some of the major difficulties and frustrations of parenting can be prevented by preparing for parenthood. Readiness for parenting is critical to gaining positive outcomes. Many people do not find parenting to be as rewarding as they expected because they became parents before they were ready for the experience. Henderson (1988) in *Dimensions of Family Life* cites six readiness factors which she sees as guidelines related to the responsibility of parenthood. Some people may review these guidelines and conclude that they will not be ready to be a parent for several years. Some will need more time. Others may feel they can never meet these guidelines and feel they will never choose to become parents. *(Note to the teacher: These factors are the ideas of one person. They are not necessarily inclusive, just as they are not necessarily indicative of personal readiness for all people. Unfortunately, there is no “magic” list which will give a true prediction of success as a parent. There is also no “perfect” parent, so the list is not meant to imply perfectionism. Help students to examine this list carefully and weigh it with other information they read or hear.)* These readiness factors, as given by Henderson, are:

1. **Knowledge of child development and child care procedures.** A person should be aware of normal development patterns in children to allow them to judge if they are ready to deal with the children at the stage in which they are. A parent needs accurate and realistic expectations of what children are like and what can be expected of them.
2. **Patience with young children.** Babies involve diapers, bottles, and continuous routines of eating and sleeping. Children, no matter how old, present similar challenges. This part of parenting can become emotionally draining and generate frustrations which can lead to child neglect and child abuse.

3. **High levels of energy at all times of the day and night.** Parenting responsibilities are often overwhelming, especially the first few years. Taking care of the physical and emotional demands of a child are often not what was expected.
4. **Ability to put personal priorities aside in favor of the needs of the child.** Infants are totally helpless and a parent must attend to the needs of the child, causing personal goals and needs to be postponed. When parents are employed, work and child care consume most of a couple's time. Little time is left for personal hobbies or activities.
5. **Equality of the burdens as well as the rewards of parenting between mother and father.** If equality is not perceived by each parent conflicts may occur. When the parent is single no one is available to share the responsibility of the burdens or the rewards.
6. **Material means for parenting.** The actual cost of raising a child is usually beyond most estimates. Immediate costs include medical bills, the possible need to relocate or remodel, clothing and childcare equipment, and a possible cut in the family income. The additional costs of raising a child add up to tens of thousands of dollars. Having money does not ensure a healthy, happy child. Yet, when there is not enough money, this can make successful child rearing difficult. The precise cost of a child depends on the family's lifestyle, income, values, goals, and the child's special needs. (For most recent data use the U. S. Department of Agriculture estimates.)
7. **Loving relationships between parents.** A baby will not save a troubled relationship because children add additional areas of potential disagreement. Parents need patience and understanding and a strong relationship which is built on love.
8. **Emotional maturity.** This includes the ability to put someone else's needs before your own. It means being secure enough to devote your full attention to an infant without expecting to receive attention in return. It involves the ability to hold your temper when you find that a toddler has dumped all the dirt out of the houseplants. Age is not a guarantee of emotional maturity. However, most people are better able to handle situations like these as they grow older. Maturity is also needed to make sound judgments for the well-being of a child.
9. **Desire for parenthood.** Prospective parents should ask themselves the question, "Do I really want to be a parent?" Only in this way can they be sure of their decision rather than realize too late that their reasons for having children were not realistic.
10. **Health considerations.** A woman under the age of 17 and over the age of 35 takes a chance of a riskier pregnancy for both the baby and herself. Other health considerations for parents can include some genetic disorders and environmental factors.
11. **Support system.** Because no two children or circumstances are ever alike, every parent needs someone with whom they can ask questions and discuss their parenting experiences.

The addition of a child is a major change that people experience because it affects every aspect of their lives. New parents must view themselves as a mother or father as well as a partner with a career. Parenting is demanding and having children changes a person's life forever. Some changes that people can expect with the addition of a child include: a) restriction of freedom, b) change of social life, c) emotional adjustments, d) loss of privacy, e) increased financial responsibilities, f) career changes, g) relationship between parents, and h) noisy activity-filled household.

Everyone has ideas about parenting. Some are realistic and some may not be. Much of what we learn about parenting can be so deeply ingrained that we don't remember learning it. It almost feels instinctual. However, parenting is a learned behavior. First and foremost, we learn how to parent by the way we were parented.

Untrue or false beliefs about parenting exist. These are called myths. Myths foster unrealistic expectations about parenting which can lead to disappointment and can affect the parent-child relationship. It is important to know the difference between parenting myths and realities before becoming a parent in order to make responsible decisions about this important life role.

Parenthood is not a decision to be taken lightly. Those who choose it should be prepared to meet the demands that will be placed on their time, energy, finances, and skills. But when approached with good judgment, the experience can be a rewarding and fulfilling one. Opportunities should be taken to learn about children and about parenting skills in order to make it the best possible experience for the child and the parents.

TEACHER PREPARATION:

1. Think back to your own role models for parenting. Where did you learn how to parent? How has that affected your parenting?
2. Reflect on your own decision to parent (if you are one). Was it a conscious decision? How was it made? How can that experience help you stimulate your students to begin to think about their own role as a parent? Which activities will most help them get at the real decision?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Parenting Roles

1. **"Meaning of Parenting":** Help students begin to think about parenting by choosing one of the following activities:
 - a. Direct them to a bulletin board entitled "What is Parenting?" The bulletin board could have several pictures of children of different ages on it. Have students write short sentences on 3 x 5 cards defining or describing parenthood and place them on the bulletin board. Have students share what they wrote.
 - b. An alternate activity would be to have students make a collage of pictures and words which answer the question, "What is Parenting"?
 - c. On the board write, "Wanted: A Job as a Parent." Ask the group to take five minutes to brainstorm the qualifications for being the ideal parent of an infant or young child. Be sure they consider both mothers and fathers when they brainstorm. When the brainstorming is completed, use "Want Ad," (SM-1) and have students write a "want ad" for the job of a parent. They should pretend they are an employer who wants to hire someone for the job and proceed to write an advertisement for the position. (This activity could be expanded by having students write a response to the ad, applying for the position. These responses could be analyzed by the group as to whether the applicant was qualified for the position. If not, what does the applicant need to learn or do before he or she should become a parent?)

Journal Assignment: Upon completion of the activity ask students to write about the role of a parent in their journal. The following questions may be useful guidelines:

- How can you learn more about the job of being a parent?
- With whom can you talk?
- Based on this activity, how many people who are parents are really qualified for the job?
- Can you get fired as a parent? How? For what reasons?
- What are some of the “bonuses” a parent can expect?
(*Desired Results, Awareness of Context*)

2. **“Family Functions”:** Begin by leading a discussion of what a family is. Discuss possible groups that fit the definition of family. These are family structures. Then discuss the five family functions. All of the information for this is in the background information.

Assign students to complete, “TV Family Life Styles” (SM-2). This would be best if assigned over several days or record a show to view in class. Before the assignment is turned in discuss:

- What family structures are most prevalently portrayed on the show?
- Are they realistic situations? Why or why not?
- What family functions did you see illustrated?
- If challenges were presented, did you agree with the ways they were handled?
- How might challenges have been handled differently?
(*Alternative Approaches, Desired Results*)

3. **“Cartoon”:** (If Option C was used in Directed Activity #1, go on to Directed Activity #3). Introduce the topic of “Realities of Parenting” by using the Sally Forth cartoon, SM-3 or TM-1. Working with a partner, students will read and discuss the cartoon and identify the “realities” they see here --- what it’s really like to be a parent (no training, big responsibility, on duty 24 hours a day, no pay, no vacations, etc.) Ask a student from each pair to share their comments. (*Awareness of Context*)

4. **“Class Discussion”:** Continue helping students to consider the meaning of parenting by leading a class discussion or have students write in a journal. Use the following questions as guidelines:

- What are some examples of parenting you have experienced?
- Who has performed parenting roles for you in your life? (Parents, grandparents, teachers, community workers, neighbors, coaches, music teachers, friends’ parents, police officers, store clerks, friends, etc.)
- Who taught you to do your favorite hobby?
- Where did you first learn to read? From whom?
- Where did you learn to play your favorite game? From whom?
- Who helped you understand your religious beliefs?
- From whom did you first learn about sex?
- How have these people influenced your perception of what a parent is?

Have students also make a list of all the people for whom they have performed a parenting role. Discuss the kinds of long-lasting influences they have on these people.
(*Awareness of Context*)

5. **“Media Messages”:** Have students choose to do one of the following:

- a. Find examples from magazine or newspaper articles, jokes, greeting cards, children's books, cartoons, etc. that give messages about parenting.
- b. View a current family-type TV show and examine the message given about parenting. (Record a show to view in class.) Have students complete the worksheet on "Media Messages" (SM-4), to focus their observations and/or use as a basis for class discussion.

Have students write a short paper comparing media/societal messages with their own experience of observing their parents and other parents who "parented" them. Include a paragraph on how that might affect their own style of parenting some day.
(*Awareness of Context, Consequences of Action*)

6. "Myths": Review, "Common Parenting Myths" (SM-5). Ask the following questions:

- How might myths about parenting affect people who are deciding whether to become parents?
- How might they affect people after they become parents?
- How can people tell the difference between myths and reality?
- What ideas about parenting do you have?
- Do you think they reflect reality?
(Hildebrand, "Parenting: Rewards and Responsibilities," Glencoe, 2007)

Supporting Concept B: Motivation for Choosing Parenting

7. "Parent Panel #1": Invite a couple who have chosen not to have children and a couple who have children to serve on a panel for the class. To get the discussion started, have some questions prepared on what the considerations were in making their decision whether or not to parent. (If unable to get persons to come during school hours, appropriate persons could be recorded for use in class.) (*Alternative Approaches, Awareness of Context*)

8. "Reasons for Parenting": Ask students to identify reasons people give for having children. List ideas on board. Think about conversations you have heard where statements have been made about parenthood such as the following:

- a. Sue would make a good parent because she is so understanding of people.
- b. Mary should never have become a parent because she is too immature.
- c. John wouldn't make a good parent because his job keeps him away from home too much.

Add other statements you have heard to this list.

- What is the underlying assumption being made in these statements?
(There are differences in parents' aptitudes.)
- Do you agree with these assumptions? Why or why not?
(*Awareness of Context*)

Have students work in groups to make a list of "good" or "poor" reasons for having a baby. As a whole group, share lists. Did everyone agree on which list to place the reasons?
(*Awareness of Context, Desired Results*)

Examine transparency master "Why Should I Be a Parent" (SM-6 or TM-2) on "good" or "poor" reasons for choosing parenthood.

- Do you agree or disagree?
- Are these true for everyone?
- Can a wrong reason for one couple be a right reason for someone else? Who or how?
- What causes someone to have reasons in some areas and not others?
- What are likely consequences for parents, children, family, or society if some reasons were more strongly believed than others? (*Awareness of Context, Consequence of Action*)

9. **“Pressures”:** Some people say that there are many “poor or wrong” reasons to have a child but the only “good or right” reason is because you really want one.

- Do you agree?
- What does “want” mean? (*Alternative Approaches, Desired Results*)

Explore students’ understanding of pressures that might come as a result of expectations from society.

- From where might these pressures come?
- Are these pressures positive or negative? Why or why not?
- What might be some results (for children, for parents, for society) of persons choosing to have children because of pressures put on them by others? (*Awareness of Context, Consequences of Actions*)
- How might persons of different ages experience these “pressures” differently?
- What are some unique pressures teens may face? Newly-married couples? A couple in their late 30’s? A discussion might follow on why teens get pregnant (self-concept, desire to be loved, etc.). (*Awareness of Context*)
- Do you agree or disagree with this statement: “A couple is not a family until they have had a child”? Why or why not? (*Alternative Approaches, Awareness of Context*)
- What is the desired result regarding motivation for persons making a decision regarding parenting? (*Desired Results*)

10. **“Alternate Parenting Choices”:** Have students each take a clean sheet of paper and fold it into fourths (in half both crosswise and lengthwise). In each quarter of the papers, have them write alternate options for parenting, other than in the traditional way (examples are babysitting, employment working with children, care for nieces/nephews for a weekend, volunteer as a teacher’s aide, “Big Brother/Big Sister” program, or teach Sunday School). For each situation, have them write how being a “parent” in this way might help them make a wiser choice when the time comes to do so. Or in what way might it satisfy a common human desire to be a parent? (*Alternate Approaches, Desired Results, Consequences of Action*)

Supporting Concepts C: Rewards vs. Challenges of Parenting

11. **“Parent Panel #2 or Interviews”:** In order to help students become aware of the rewards as well as the challenges of parenting; choose one of the following activities:

- Invite a panel of parents to discuss the rewards and challenges and also the problems of parenting. Include in the panel a teen parent, a stepparent, a foster parent and a parent of an adopted child, in addition to a biological parent. (*Awareness of Context*)

- b. Have students interview at least two parents, other than their own, and ask the questions listed on "Parent Interview Questions" (SM-7).
12. **"Discussion"**: Follow the panel and/or interviews with a discussion. First, summarize findings by listing rewards and challenges of parenthood on the board.
- Which of these seemed to be most often mentioned by the parents?
 - How have the experiences of the parents influenced their rewards and challenges?
 - How might those rewards and challenges affect their parents?
(*Awareness of Context, Consequences of Actions*)
13. **"Mixed Feelings"**: Have students read SM-8, "Mixed Feelings About Parenting." Follow with discussion.
- What insight did you gain about parenting from this article?
 - What did you learn from this article about your parent's role?
 - Based on your own experience and what you have seen of other parents, what is your interpretation of this article? (*Awareness of Context*)
 - What is most desirable for parents and children in considering the rewards and challenges faced by parents? (*Desired Results*)

Supporting Concept D: Responsibilities of Parents

14. **"Responsibilities"**: As a group, consider the meaning of the term "responsibility." Have students individually make a list of some of the responsibilities they have at the present time. Have them make another list of parental responsibilities and then compare the two lists.
- What are the responsibilities of parents to their children? To their other children? To themselves? To society?
 - What are the consequences to children of parental responsibilities not being met? To the parents themselves? To society?
 - Are there any alternatives if parents do not accept these responsibilities?
 - What actions are most desirable for parents when it comes to their parental responsibilities? (*Desired Results, Alternative Approaches, Consequences of Action, Awareness of Context*)
15. **"Male/Female Groups"**: Divide males and females into separate, small groups. Give them ten minutes to list: 1) their expectations of a male with regard to parenting responsibilities and 2) their expectations of a female with regard to parenting responsibilities. Ask them to include the specific tasks they would expect these persons to accomplish. As a whole class, have the groups share their completed lists.
- What kinds of things have affected what you think?
 - What happens if parents do not agree on whose responsibility a parenting task is?
 - What is most desirable as far as division of parenting responsibilities? (*Awareness of Context, Consequences of Action, Desired Results*)
16. **"Cinquain"**: Have students write a cinquain poem reflecting their feelings on parental responsibilities. Cinquains are described on "Cinquain" (SM-9).

Supporting Concept E: Readiness for Parenting

17. "Case Studies": Make a copy of "Case Studies" (SM-10), and cut the case studies apart. Divide the class into small groups and give each group a case study to discuss. Make copies of the case study questions (SM-11, TM-3) for the small groups to use, or make a transparency of the questions and put them up on the overhead. Set a time limit for the small group discussion. After the small groups have completed their discussion return to the large group and have each group share their situation and conclusions.

- What are some characteristics of persons who are ready for parenting? Together, list as many as possible on the board. (*Awareness of Context*)

18. "Readiness Factors": To consider the factors that some writers consider important, use the "Readiness Factors for Parenting" (SM-11 or TM-4) as a guide for discussion. This list is not inclusive and not true for all persons. Discuss each area.

- Do students agree with the list? Disagree?
- Are there other areas which should be included?
- Does the list imply that parents must be perfect?
- Can you be a good parent and not be perfect?
- What happens in families when parents think they have to be perfect?
(*Awareness of Context, Consequences of Actions*)

In relation to the readiness for parenting, what is most desirable for parents? For children? For society? (*Desired Results*)

What are the consequences if people become parents:

- Before they can afford children?
- Before they are ready for the challenges parenthood brings?
- If they want to continue their hobbies and activities?
- Before they can recognize who is most affected?
- Before they understand how parenting decisions affect future goals?
(*Consequences of Action, Awareness of Context*)

19. "Commitment": What kind of commitment is necessary to have and rear a child? Ask students to name individuals to whom they have made commitments.

- What are they committed to give?
- What do they expect to receive?
- What kind of commitment would a student have to make in order to have and rear a child?
- How is this commitment similar or different from the commitments to the other individuals the student named?
- What, if anything would the student expect in return for his/her commitment?
- Is it possible to really know what a commitment means when the future is entirely unknown? (*Desired Results, Awareness of Context*)

20. "Costs": How does understanding the cost of raising a child show a mature and responsible concern for a child's future?

- If you were going to make an investment what would you want to know about the investment? (Usually the first question is how much it will cost.)

- If you were buying a car or a home, both big investments in your future, what would be one of the first things you would need to consider about the purchase?

Children are one of a person's biggest investments for the future. It is not selfish to consider the rights of a child and what it will cost to provide the child with shelter, clothing, food, health care, recreation, education, and so on. (*Awareness of Context*)

- What do you think it costs to have and raise a child to age 18?
- After the teacher gives the 18-year-figure (USDA estimates) calculate the price per year and per month.
- What happens if people do not have this much money?
- What are some alternatives? Evaluate these approaches, according to their consequences. (*Awareness of Context, Alternative Approaches, Consequences of Action*)

21. "Lifestyle Changes": In what ways would becoming a parent change your lifestyle? Choose among the following activities:

- Invite a parent to be a guest speaker and discuss how one's lifestyle is affected when one becomes a parent.
- Then role-play responses that a couple would have for the following situations:
 - Friends call with an invitation to go out for pizza.
 - Your boss calls asking for help on a weekend project.
 - Friends call with an invitation to go to a movie.
 - You have a last minute chance to go to the coast for a weekend.
- Role play the situations several times, adjusting the response for a single parents, having a new baby, and having an active two-year-old.

Discuss the question, "If a family's lifestyle is incompatible with the needs of their infants or children, what would be the effect upon the children?"
(*Awareness of Context, Consequences of Action*)

22. "Cartoon": View the Hagar cartoon, (SM-12 or TM-5).

- What point is Hagar trying to make?
- Do you agree or disagree with him? Why or why not?

Ask for comments on how the cartoon relates to the discussion.

22. "Desired Results": Ask student what we really want for possible future parents when we consider the meaning and realities of parenting. (This could be assigned as a journal entry.)
(*Desired Results*)

23. Wrap-up Assignment: Assign students to choose between one of the following activities to culminate the unit:

- Explain the statement, "Deciding whether or not to become a parent is the biggest decision a person will make."
- Write a personal reaction paper regarding your capabilities of being a parent and acceptance of the responsibilities of parenthood.

- c. Write a short paper entitled, "What it means to be a parent."
- d. Create an imaginary couple who are considering parenthood. List some guiding questions that will assist them in making this decision.
- e. Complete "Think Sheet #3" (SM-13) on "How to introduce Practical Reasoning to Students." Have students state a problem which deals with the decision to parent. (*Awareness of Context, Alternative Approaches, Desired Results, Consequences of Action*)
- f. Write a persuasive paper describing why or why not to become a parent.

RESOURCES:

Berns, Roberta. (2004) *Child, Family, School and Community: Socialization and Support. (6th Edition)* California: Wadsworth/Thompson Learning.

Hildebrand, V. (2007) *Parenting: Rewards and Responsibilities*. Peoria, Ill., McGraw Hill Company.

Jorgensen, S. and Henderson, G. (1988) *Dimensions of Family Life*. Cincinnati, OH: South-Western Publishing Co.

Mawhinney, T.V., & Peterson, C.J. (1986) *Child Development: Parenting and Teaching*. Cincinnati, OH: South-Western.

Smith, R. & Apicelli, M.L. (1982). *Family Matters: Concepts in Marriage and Personal Relationships*. Encino, CA: Glencoe.

WANT AD

JOB TITLE: Parent

QUALIFICATIONS:

RESPONSIBILITIES:

LENGTH OF CONTRACT:

HOURS:

VACATIONS, SICK LEAVE, HOLIDAYS:

FRINGE BENEFITS:

TV FAMILY LIFESTYLES

Television offers different versions of the American Family. Choose one program about a family to watch and answer the following questions:

Name of show: _____

1. Describe the family in the program you watched.
2. Summarize the program.
3. How were the decisions made in the family? Who made them?
4. What challenges/conflicts arose during the program?
5. How were they handled?
6. Was the dramatization of the family and their problems presented realistically? Explain why or why not.

Sally Forth / By Greg Howard



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Sally Forth / By Greg Howard



Sally Forth / By Greg Howard



Sally Forth / By Greg Howard



MEDIA MESSAGES

Directions:

- A. Choose between one of the following activities:
1. Find four examples from magazine or newspaper articles, jokes, greeting cards, children's books, billboards, cartoons, etc., that give messages about parenting.
 2. View a family-type TV show and examine the messages given about parenting.
- B. Based on your observations, answer the questions below.

1. Who was responsible for the children?
2. What kind of work did the parents do?
3. Whom did the children talk to when they had a problem?
4. Was there a major caregiver?
5. How are parents viewed in a positive way by society?

By your peers?

6. In what ways are parents viewed in a negative way by society?

By your peers?

7. Are mothers and fathers valued equally well? (Consider things such as maternity/paternity leave, childcare benefits, etc.)

How might that affect the way they parent?

How might this affect the children?

8. What does the white middle class say about who should be a parent?

How does that compare with some other cultural or ethnic groups in the United States? In other countries?

What are the reasons for the differences?

9. Do parents feel competent to do the task?

Why or why not?

10. What needs do parents have in their parenting role?

Are they given the message from society that it is acceptable to have their own needs? To need help?

Who can help them?

11. What are some ways the following situations might affect the meaning or the reality of parenting?

a. A parent who is chemically dependent:

b. A parent who struggles with depression:

c. A family in poverty:

d. A family who experiences domestic violence:

e. A parent who experienced child abuse or trauma as a child:

12. What are the overall messages you have received about being a parent?

13. How are these messages alike or different from the ones you have received from persons who have parented you?

COMMON PARENTING MYTHS

- **Myth #1: Good parenting comes naturally.**

Although it is true that no special degree or experience is required to become a parent, education, training, and experience are valuable to even the most intuitive parents. To be a responsible parent, a person must be mature, willing to learn, and able to make sacrifices.

What training is available for parents?

- **Myth #2: Having a baby doesn't have to change a person's life.**

Babies must be fed, burped, changed, held, cuddled and loved day in and day out. Crying babies demand attention even in the middle of the night. Mothers and fathers both must make economic, social, and physical adjustments.

Make a list of some of the economic, social, and physical adjustments.

- **Myth #3: Having children doesn't cost much.**

Having a baby is expensive. Money is needed to feed, clothe, and care for children. Medical expenses are increasingly becoming overwhelming for many American families. As children get older there are additional expenses.

What are some of the additional expenses parents have as children get older?

- **Myth #4: Children can make up for whatever is missing from a person's life.**

Some people believe that having a baby will fill an empty place in their lives and will provide unconditional love. These people have unrealistic expectations that the child will fill their needs, not the other way around. Babies bring their own bundle of needs.

What are some of the needs of a baby?

- **Myth #5: Children affect their parents' lives for a short time.**

Being a parent is a lifetime commitment. Most American children remain with their parents for 18 years or longer. That means parents must consider their children's needs, and perhaps put their own personal dreams on hold for a very long time. The great reality is that parenting never really ends.

Why is this true?

Adapted from Parenting – Rewards and Responsibilities, Hildebrand, Glencoe, 2007.

Why Should I Be a Parent?

Parenting readiness means that adults have thoughtfully and purposefully chosen to become parents. It is sometimes possible for mature adults to have an unplanned pregnancy and still raise a happy, healthy and much-loved child. Most of the time, however, it is best when parenting is a choice, not an accident.

Why do some people want to have a child?

Good Reasons:

- Some people may say they want to be parents because they love children.
- Some may say they want to devote their lives to raising productive members of society.
- Some may wish to pass on some part of themselves and their family traditions to a new generation.
- Some couples may feel that having children is a way to make their relationship even more fulfilling.
- Some may feel they want to share their life with a child.

Poor Reasons:

- To prove adulthood
- To please someone else
- For emotional benefits
- For respect and status
- To escape a situation
- Because society expects it
- To improve a bad relationship

Questions for discussion:

1. What distinguishes good reasons for becoming a parent from bad ones?
2. If a couple decides to have a child to improve their life, what are some possible consequences?
3. What do you consider the most valid reason for having a child?

Adapted from: Parenting – Rewards and Responsibilities, Hildebrand, Glencoe, 2007.

PARENT INTERVIEW QUESTIONS

Directions: Use this form as a guide for your interview. Feel free to gather additional information. If a question makes you or the person you are interviewing uncomfortable, eliminate the question. On this side interview one of your parents or guardians.

1. What aspect of parenting has been most difficult?
2. What part of parenting has been most surprising?
3. What part has been most rewarding?
4. How has being a parent affected your relationship?
5. What changes were made in your life when you had children?
6. What do you wish you had known before having children?
7. What financial changes did having a child make in your life?

Physical changes?

8. Do you feel you were ready for children?

Directions: Interview a parent with children much younger or much older than you.

1. What aspect of parenting has been most difficult?
2. What part of parenting has been most surprising?
3. What part has been most rewarding?
4. How has being a parent affected your relationship?
5. What changes were made in your life when you had children?
6. What do you wish you had known before having children?
7. What financial changes did having a child make in your life?

Physical changes?

8. Do you feel you were ready for children?

“Mixed Feelings About Parenting”

When you consider the rewards and challenges of parenting, you will find about an equal number of each. Many times we are drawn both toward and away from something. This may be true of parenting. It also explains why a mother or father has mixed feelings about children. Because parenthood is a long-term commitment, parents' emotions about their children are not constant. They may adore their baby daughter when she giggles happily in the tub. But they may dislike it intensely when she talks back at age 13. Parent may glow when their son gets an A in history and be horrified when he impulsively breaks streetlights with friends.

Parents may love their children while hating the demands they make. One father enjoyed buying his 9 year-old son a bright yellow bicycle for his birthday. The boy was happy and proud of his “wheels.” During the first week he had the bike, he left it overnight in the schoolyard. It was promptly stolen. His father was furious.

Another set of parents willingly gave up a house they had wanted to buy for many years and used the money to send their child to college. They were hurt and angry when that child dropped out of school, saying flippantly, “I never wanted to go anyway.” Parents may make elaborate plans for a family trip, planning it around experiences their children will enjoy. They resent it when their children sulk because they would rather be home with friends. Parents learn to live with these mixed feelings. Discipline probably causes more mixed feelings than anything else. For example, if parents do not set guidelines and stick to them, their children could walk all over them. If parents do set up rules to which their children object, they will worry about keeping the children's love. This happens because most people confuse love with liking and respect. If parents are mature, they probably always love their children, but there will be times when they do not like their behavior. Their children certainly will not always like what their parents do. But if parents are consistent and fair, they will probably always have their children's love and respect.

Because of this, it is important for people who become parents to know how they feel about many issues. For example, parents must decide how they will deal with bedtime, pajama parties, chores, friends, homework, television, drugs and alcohol, sex, driving, movies, community services, books and travel. These are just some of the things you will have to make decisions about if you have children.

When you are ready to be a parent, you will weigh the rewards of parenting and balance them with the challenges parenting brings.

*Adapted from *Parenting and Teaching Young Children* by Verna Hildebrand. (1990) McGraw-Hill School Division.*

CINQUAIN

Cinquain – a poem with 5 lines which uses the following form:

- Line 1: Title, one word only
- Line 2: Description of title, two words
- Line 3: Express action, three words
- Line 4: Feelings, four words
- Line 5: Another word for the title, one word

An example:

Parent
"Working Mother"
Teaches, Cooks, Nurtures
Fulfilled, Frustrated, Overworked, Overjoyed
Person

In the space below, write a Cinquain which reflects your feelings on parental responsibilities.

CASE STUDIES

Tina and Jose have been married for four years. Jose has been laid off from his job several times during their marriage and Tina's wages are low. They have always been able to pay their rent on time, but never have any extra money to save for a second car or to buy a house or go on vacation. Tina wishes she could get training as a dental assistant but her family and friends have started to "hint" that it's time she get pregnant. Tina worries how they could ever afford a child.

Mike and Brenda have been married for seven years. They have traveled a lot and are very content and secure in their marriage and jobs. It is obvious to people that they love each other very much. They both want children and have been talking about trying to get pregnant for some time but wonder about the adjustment it will be.

Antonio and Cherie are both professionals and have good-paying jobs, a nice house and two cars. Recently, their relationship has drifted apart and they do not seem as close as they once were. They don't ever seem to have anything to talk about. Antonio wonders if having a baby might give them something in common and that maybe it would help their marriage.

Susie graduated high school two years ago and received her Associate's degree at a local community college. She has been with her boyfriend **Jack** since their junior year of high school. Jack is attending Oregon State University working towards a degree in Civil Engineering. Susie just began a job as an assistant teacher at a Head Start program in a location closer to Jack and lives on her own in a studio apartment. Jack works part time. He makes enough money to pay for his car insurance, books, and some spending money. His parents help support him while he is going to school. Both Susie and Jack love each other and don't want to wait any longer to start their lives together. Susie and Jack plan on getting married in a couple months and then beginning a family. They have always wanted children and feel "why wait"?

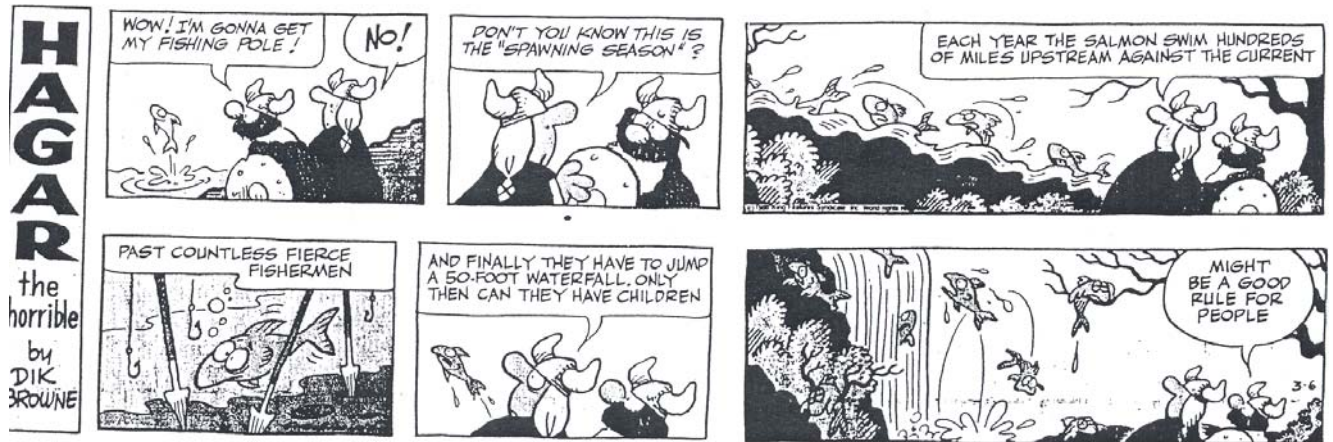
Nancy and Paul live together in an apartment they rent. They have one car and no major bills besides Paul's tuition. They have been married for three years and are thinking about having a baby. They didn't have a blood test before they were married because it wasn't required by the state. With Nancy's job they could have enough money for Paul to stay home with the baby and still pay bills, which is Nancy's desire. Paul was raised believing that the man should work and the woman should stay home and take care of the baby. Paul wants children now but really wants to support the family on his own. Paul and Nancy have been arguing about this topic for a few months now.

READINESS SCENARIO ASSIGNMENT

1. Read your scenario card as a group.
2. List the factors the people in your scenario exhibit that show they are ready to be parents.
3. Decide and explain whether the people in your scenario are ready to become parents or not.
4. How could becoming a parent change their lives now and in the future?
5. How could becoming a parent now change your life now and in the future?

“READINESS FACTORS FOR PARENTING”

1. Knowledge of child development and child care procedures.
2. Patience with young children.
3. High levels of energy at all times of the day and night.
4. Ability to postpone personal priorities in favor of the needs of the child.
5. Equality of the burdens as well as the rewards of parenting between mother and father.
6. Financial resources
7. Emotional maturity
8. Desire for parenthood
9. Health considerations
10. Support system



PRACTICAL REASONING THINK SHEET

Identify a *PROBLEM*:

Suggest *ALTERNATIVE APPROACHES* and *CONSEQUENCES*:

Alternative Approaches	Consequences
a.	1. 2.
b.	1. 2.
c.	1. 2.
d.	1. 2.
e.	1. 2.

Identify some *DESIRED RESULTS*:

- a.
- b.
- c.

Gather information to become aware of the *CONTEXT*. *Identify some influences on the situation.*

- a.
- b.
- c.
- d.

TAKE ACTION!

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Exploring the Realities of Being a Parent

RELATED CONCERN:

How Culture and Society Shape Parenting Behavior

DESIRED RESULTS FOR STUDENTS:

The students will understand how the influences of culture and society affect the development of parenting behaviors.

LEARNER OUTCOMES: Students will:

1. Explore the context of culture and society in relationship to the process of parenting.
2. Consider the desired results of developing effective parenting behaviors.
3. Develop culturally competent parenting skills
4. Distinguish how influences in society affect the development of parenting behaviors.
5. Analyze the consequences of action of different parenting behaviors on children's development.

SUPPORTING CONCEPTS:

- A. Historical Aspects in Child-rearing Practices.
- B. Culture, Development and Learning
- C. Influences in Society

BACKGROUND INFORMATION:

Historical Aspects in American Child-Rearing Practices: The history of children is often marginally addressed since children are relatively powerless and consequently are less visible than other social groups. Nevertheless, each generation of children has had to wrestle with the social, political, and economic circumstances of their own historical period.

One of the first groups to seriously reflect on children's basic nature and their development were the Puritans. Children were viewed as potential sinners with aggressive impulses that needed to be suppressed. Play was considered frivolous, and games involving peer interactions were discouraged. Children were considered deficient adults in training.

Colonial childhood life was widely diverse. Class, ethnicity, gender, geographic region, and religion defined the childhood experience.

Gradually, life changed for white children as the nation moved toward revolution. During this time period the maternal role in shaping children's behavior evolved. This was a novel concept since earlier childrearing literature had addressed fathers as the primary caregiver.

As America's middle class grew, so did the idea that children should be sheltered from work and the corruptions associated with adult life. This romantic version of childhood emphasized that children should be kept in school and the family home longer. Books and toys emerged reflecting a new emphasis on children. At the same time, the path to adulthood was less clear and American children were considered less disciplined.

At the end of the 19th century, an understanding of child development prompted scientific childrearing advice and the emergence of the modern concept of adolescence. Efforts were made to upgrade the maternal role by treating motherhood as a serious vocation. Theories of child development emphasized the notion of cognitive, emotional, and physiological stages. At the same time, a distinct teenage commercial market emerged. "Middle-class family life grew more democratic, affectionate, and child-centered and the school and the peer group became more significant in young people's lives" (Mintz, p.215). As theories of child development grew, parent's anxieties about parenting skills also grew.

Children's vulnerability was apparent during the Great Depression both economically and psychologically. When a teacher told a young girl to go home and eat, the child replied, "I can't. This is my sister's day to eat." Children suffered from malnutrition throughout the country. In coal mining regions, nine out of ten children were malnourished. Schools cut hours or closed doors entirely.

World War II disrupted families, producing shifts in family roles. Child labor laws became more permissive to allow children to fill war-time jobs at home. Young people were a valuable resource. The stage was set for fewer social restraints and a decline of parental authority.

The "golden years" of the 1950s are considered the era of child-centered family life. Defining characteristics of this time are high birth rates (baby boomers), suburban growth, postwar commercialization, and medical advances that eradicated many childhood diseases.

The years of the 1960s can be described as a time of social upheaval. The baby-boom children of the 1960s have been described as idealistic, rebellious, self-absorbed, materialistic, and narcissistic. This generation grew up in a world of contradictions. "Middle-class society valued independence but made the young dependent on adults to fulfill their needs; it stressed achievement but gave the young few avenues in which to achieve" (Mintz, p. 315). One of the most significant outcomes of the 1960s was the concept of children's rights.

Since the mid 1970s, parental anxieties have increased. Trends fueling these anxieties include the rapid rise in divorce, unmarried parenthood, single parenthood, working mothers, teen pregnancy, stranger abductions, child abuse, illicit drugs, juvenile crime and school violence. Economically it has become more difficult to become independent since the wages of non-college graduates has fallen sharply and the global economy has become more competitive. Child-rearing manuals crowd bookshelves warning parents that taking parenthood for granted could have disastrous results. These manuals convey a sense of urgency and reflect increased parental aspirations for their children's achievements. David Elkind described the tendency toward "hyper-parenting" as "over-scheduling and over-programming children's free time, placing excessive pressure on their offspring and depriving them of the opportunity for free play and hanging out" (Mintz, p. 343).

Late twentieth century parenting has been affected by the blurred boundaries from childhood to adolescence and from adolescence to adulthood. Mass culture has increased exposure of the young to adult realities – sexuality, violence, death. Consumerism has become a pervasive influence creating the desire to satisfy non-material needs through material sources. Children are marketed as little consumers from birth. Part-time teenage employment while also going to school has increased. Young people have been left to linger longer on the threshold of adulthood as it takes more and more education to become independent.

Cultural Development: Children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that have the responsibility for the transmission of values, expectations, and ways of doing things, especially during the early years of life.

The United States has always had a great deal of cultural diversity, but in the past, children from cultures other than the dominant United States culture were able to develop at home during their early years, secure in the language and culture of their own families and homes. Not until the age of five or six did they usually encounter the challenges of being "different" from the mainstream, of learning another culture and, in the case of many immigrant families, another language.

For all who serve families from many diverse backgrounds, it is necessary to heighten cultural sensitivity, to acknowledge and respect cultural differences, and to learn to communicate and negotiate with all families. In this way we are working together to facilitate the optimal development of each child. Culture is a fundamental building block in the development of a child's identity.

Being aware of our own cultural influences and biases, and having an ability to utilize the strategies of acknowledging, asking, and negotiating is important to resolve cultural differences. Each individual needs to think about what culture means, become more aware of her or his own culture and establish ground rules that support discussions of culture. Children develop a sense of who they are and what is important within the context of culture. Parents play a significant role as transmitters of culture. They must respond in ways that support the healthy development of the children by providing a consistent home culture. Cultural sensitivity begins with an awareness of early experiences and their influence on our current values and behavior.

SocioEconomic Status: Society plays an integral role in parenting behaviors. One aspect of societal influences is that of poverty. A family is determined to be "poor" if their annual before-tax income is below the official poverty threshold set by the federal government. Someone who earns even one dollar more than the official poverty level is not counted as poor in the government statistics (Connolly & Davis, 1996). These individuals and families are the "working poor." Individuals and families who are under the federal poverty level and are "working poor" have low socioeconomic status (SES).

Media Influences: In our commitment to building critical thinking skills in our students – some of the future parents of our society – it is important for them to be empowered to examine the issue of media influences from several perspectives.

Is educational television really an oxymoron? How can students learn to identify, and ultimately advocate for quality programming for children, given that television is a fact of life in this global society? Can media become a springboard for learning, and a way to further open lines of communication between parents and children? What skills do our students need to practice to be able to take control of the media that we often feel controls us? This section allows students to examine how media has changed over the years, the upsides and downsides of it in the lives of children, and how to take an active role in its use.

Today's children are growing up in a media-saturated environment. Research by Phillip Conrad points out that by the time preschool children enter kindergarten they will have spent more time watching TV than a college student spends in four years of classes. (Conrad, p. 3) Although reading and writing literacy are taught as critical skills, media literacy is largely ignored in comparison. We are not taught how visual images affect us. Children are particularly vulnerable to the power of media. Media messages alter the way children see themselves and their world. Over-exposure to media can undermine children's healthy physical, intellectual, emotional, social, and moral development.

Children learn best when their play is a creation of their own experiences, abilities, and needs. In contrast, children exposed to excessive media tend to merely imitate what they have seen on the screen. Active multi-sensory play is vital to all aspects of a child's development. It helps children feel the sense of power that comes from actively figuring things out on their own. Additionally, multi-sensory play develops sensory acuteness. The senses provide the brain with information so brain functioning is enhanced.

Vocabulary is boosted only through "live" language. Janellen Huttenlocher of the University of Chicago studied the size of a toddler's vocabulary and found it is strongly correlated to how much a mother talks to the child, using different words and complex sentences.

Children grow best when they feel emotionally safe. TV violence can increase fear as images create a "violent world." Young children do not fully grasp the distinction between fantasy and reality. They may be frightened by something actually harmless. Two strong story elements that have a very strong emotional impact on young children are watching a program in which a child or animal is lost or in danger. Many forms of children's entertainment focus on these themes. As children get older, they become more sensitive to media news stories such as real disasters, kidnapping, accidents, and murder.

Media images often portray unrealistic body standards which can promote depression, eating disorders, and the use of steroids. Unhealthy gender stereotypes are encouraged through media sexual objectifying. Similarly, media sends strong messages about race, ethnicity and class.

Active physical activity actually changes brain chemistry, consequently decreasing depressive tendencies.

Children can be manipulated by media. Consider the impact of our consumer-driven culture as reflected through the media. "The average child is exposed to four hundred ads a day, which will add up to more than four million ads in a lifetime...children learn: that they are the most important person in the universe, that impulses should not be denied, that pain should not be tolerated and that the cure for any kind of pain is a product" (Pipher, p. 15).

Perhaps, most important of all, children need healthy interaction with adults, especially parents. Time spent in front of a screen reduces time for human interaction.

In countries such as Great Britain, Australia, and Canada, media literacy is already an essential part of the educational system. It is essential that parents and teachers protect, guide, and provide skills to utilize media's positive power. Media literacy can be described as "a driver's training program for the information highway" (DeGaetano & Bander, p. 32).

Consumer Culture: The United States is the most materialistic culture in the world. Our longings go far beyond basic necessities and even the occasional status symbol. Consumer credit has exploded while annually the number of Americans declaring bankruptcy is higher than the number of college graduates.

There is a growing awareness that consumer culture increasingly is targeting children. In fact, "kids and teens are now the epicenter of American consumer culture. They command the attention, creativity, and dollars of advertisers. Their tastes drive market trends...and shape brand strategies. Yet few adults recognize the magnitude of this shift and its consequences for the futures of our children and our culture" (Schor, p. 9). "Children's social worlds are increasingly constructed around consuming, as brands and products have come to determine who is 'in' or 'out,' who is 'hot' or 'not', who deserves to have friends, or social status" (Schor, p. 11).

Children are marketed from birth. "Research shows that children as young as six months can recognize brands, so marketers are aggressively going after this "zero-to-three demographic" of babies and toddlers in hopes of implanting cradle to grave devotion to their products" (Arnold, p. 38). Marketers spend billions of dollars targeting this most vulnerable audience. Brand loyalties are engrained while small brains are forming. Children are taught that who you are and what you are isn't much. Instead, you are what you own and happiness lies in buying things. This propaganda encourages adults and children to make bad decisions about time and money.

A marketing message is that we should be instantly gratified. This leads to impulse-control problems and feelings of entitlement. "You deserve a break today." "Have it your way." "Just do it." Efforts are trivialized. Another message is that products can solve complex human problems. And even when people reject the message of a particular ad, they may still buy the big message – buying products is important.

Philosopher Eileen Moody wrote that "the American dream has been rewritten in the language of advertisers" (Pipher, p. 94). To counteract this trend will require actively discussing these issues and taking steps that limit the activities and products to which children are exposed. It will involve helping children learn the attitudes and skills they need to try to solve their internal problems without relying on external objects. Together parents, teachers, and all people who care about the well-being of children must do their best to teach children to protect themselves from the influence of advertising and help them cope with the negative effects that advertising has on them" (Cantor, p. 43).

DIRECTED ACTIVITIES:

Supporting Concept A: Historical Aspects in Child-Rearing Practices

1. **"Reflection":** Ask students to reflect on their childhood. Remember when you:

- Made mud pies
- Caught grasshoppers or insects to keep in a jar
- Had a favorite blanket
- Built a dam out of rocks in rivers in creeks
- Made a tent house with blankets or chairs
- Gave a sister, brother, a playmate, or yourself a "haircut"
- Sold lemonade at a stand
- Had a habit of sucking your thumb or fingers
- Had a favorite stuffed animal that you took everywhere

2. **"Quotes":** Share the following quotes with students:

"Childhood is a blissful time of play and fantasizing, or uninhibited sensual delight."
(Claire Booth Luce)

"In all of our efforts to provide advantages we have actually produced the busiest, most competitive, highly pressured and over-organized generation of youngsters in our history."
(Eda J. LeShan)

Ask students:

- With which of these quotes do you agree the most?
- Why?

3. **“How Childhood has Changed”:** Introduce the following activities with the following statement:
“Today, we are going to compare childhood in the past with childhood of the present. Understanding how children have lived in the past is a hard thing to study since stories of children are absent from the written record and yet children have always existed.”

Ask students, “How do you think your childhood would be different if you had been born 100 years ago?” Allow students some time to reflect and share ideas.

Show a collection of pictures of children in the past (working, leisure, family life, etc.).

Share some thoughts regarding children of the past:

“Before the 20th century, children were seen as *miniature adults* – nothing was important or unusual about these years.”

“Evidence paints a sad story of cruelty to children throughout the ages. This brutality to children was possibly part of the generalized social cruelty of the time. Both adults and children, nobility and poor were subjected to widespread abandonment, punishment, and mutilation for what appears to us as minor offenses.”

“Before the 20th century, parents could not hope to raise every child born to them. As late as the 17th century, people could not allow themselves to become too attached to something that was regarded as a possible loss.”

“The ideas of *childhood* as a distinct time of life, separate from adulthood, evolved first for the upper class. Sons of middle/upper-class were the first children to be separated from working activities and sent to school to undergo a long training in preparation for their adult working lives.”

(Suransky, Polakow, Valerie, *The Erosion of Childhood*, 1982, p. 7)

Using “Compare and Contrast” form (SM-1), ask students to compare childhood of the past to childhood in the present. They are to compare and contrast work, play, education, health, dress, and parenting attitudes. (*The Developing Child*, Glencoe/McGraw-Hill, 2000, pp. 26-28.)

Journal Assignment: Upon completion of the activity ask students to respond to the following prompts:

- I found out...
- I was surprised...
- I am concerned...
- It was no surprise...
- I want to use this information in the following way(s)...

TEACHER PREPARATION:

1. Think about your own background. What characteristics of that cultural background affected the way you were treated? What were the expectations your parents had for you? What were some societal trends taking place during your childhood?
2. How do students in your class feel about their cultural heritage? Can they identify with a certain ethnic group? With certain religious groups? What are the changes taking place in society today which will affect their behaviors as future parents?

Note: TM in the activities refers to transparency master and SM refers to student master.

Supporting Concept B: Culture, Development, and Learning

4. **“What is Culture?”**: Begin the lesson by pointing out that diversity is a reality in the United States today. In some states, such as California, people of European ancestry who have traditionally been the dominant group comprised less than 50% of the population in the year 2000. As a nation, we need to acknowledge the diversity around us and to understand its impact on our lives and the lives of the children.

Begin the discussion of culture with “What is Culture?” (SM-2, TM-1). Review the definition and components of culture with the group. Ask for examples of components. Read the quote at the beginning of the handout to the class. Allow time for reflecting on the quote, and ask for feelings, thoughts, and reactions. Ask for comments from the group about what they think should happen to support a child’s sense of culture. Write their suggestions down on the board or easel paper.

5. **“Ground Rules”**: Tell the class that the goal of the next set of lessons is to enhance their ability to be culturally sensitive. This process begins with an awareness of one’s own values. Acknowledge that becoming aware of personal values and personal biases can feel like a very risky undertaking. Establishing ground rules for discussions will help participants know what is acceptable in class and how to protect yourself and others from loss of dignity and self-respect. Ask for suggestions for ground rules and write the ideas on the board or easel paper. Be sure to include the following topics:

- Respect confidentiality
- Ways to inform others about one’s feeling of being stereotyped, prejudged, and discounted
- Ways to respond to communications of strong feeling about differences

Use examples to make these points clear. After the discussion, write down ground rules that the class has established. Write them on easel paper and post them as a reminder for these discussions.

6. **“Defining a Cultural Context”**: The goal of this activity is to identify some of the cultural values of their early years, to define their own cultural context. Hand out “Defining a Cultural Context” (SM-3). Have students complete the handout based on the household of their childhood. Then divide into smaller groups of 3 to 4 members. Ask each group to select a recorder for discussing the following points:

- What are similarities and differences among group members?
- Identify the values underlying particular practices (e.g. valuing the individual vs. the group, independence vs. conformity, a parent’s responsibility vs. a child’s).

- Reflect on how these values influence one's present beliefs and actions.
- Do some group members come from more than one culture?

Following these group discussions, ask each group to report on their discussion to the larger group. Ask them to think about the key people who were instrumental in conveying these ideas to them. Reinforce the idea that parents play a key role in transmitting attitudes, values and practices.

7. "Things in My Culture": Hand out "Things in My Culture" (SM-4), and have students complete it using the culture of childhood as reference. Ask students to exchange their completed papers with another student. Ask students:

- What do these answers tell you about this person?
- Can you tell what she or he considers to be important?
- What might be some of this person's ideas about children?

Point out that artifacts, celebrations, and food are products of culture and give little information about values, beliefs, or ways of doing things on a daily basis. Culture represents an "idea system" that sets rules for living. Frequently differences in cultures are addressed by looking at cultural products in the context of the dominant culture so that they are regarded as "quaint" or "exotic." Such superficial knowledge can easily lead to false assumptions or stereotypes. For example, hamburgers are a popular food in the United States. An assumption might be that all U.S. citizens are meat eaters.

8. Journal Activity: Write down an early experience that made them aware that they were "different," perhaps in the way they dressed, the way they did something, their use of language, or the way they looked. What feelings did the awareness of "difference" evoke? What did they do to ease the feelings of discomfort? Did another person's intervention help?

9. Guided Reflection: Young children are especially vulnerable to "differences" because they need familiarity to feel secure. Have students sit in a comfortable position, close their eyes, and listen to the following:

Imagine that you are a young toddler just beginning to walk. The kitchen is one of your favorite places to explore. In your mind's eye, see the stove, the refrigerator, and the floor. Now imagine a familiar person in the kitchen. Think about the voice, the sound of the speech, the color of the hair, the feel of their skin and their clothes, when that person picks you up, the smell of the food being cooked.

Now imagine you, the same toddler, in another setting - a child development playroom. A stranger is with you. The hair and skin are of another color, that person speaks with high-pitched sounds that are very strange to you. You desperately would like to see something familiar, even if it is a piece of cloth. Just as you are feeling very uncertain, you hear another voice, making sounds that are familiar to you. The stranger picks you up, and you feel very relieved. Now come back to this room, and think about your feeling as the toddler.

Conclude by asking students to complete the sentence, "Cultural sensitivity is".

10. "Cultural Research Project": Assign students to research their own culture or they can choose to research a culture that is different from their own.

Along with the library and the internet, encourage students to interview older members of

their own family, a friend, or neighbor representing the cultural group. Many communities have recent immigrants that could be interviewed. If there are exchange students located in your school, students could also use these people as resources. Suggestions for the information to research can be found in the handout, "Cultural Research/Interview Assignment" (SM-5). Students should prepare written reports of their findings and share verbal summaries with the class as appropriate throughout the unit. Remind students to cite their sources and use proper documentation in their papers. (*Awareness of Context*)

11. **"Socioeconomic Status":** Write the words "Socioeconomic Status" on the whiteboard or on a transparency. Have students copy down the word and write a definition. Have students share and discuss their definitions. Write the following definition on the whiteboard:

"Socioeconomic status (SES) is a person's position or standing in society because of such factors as social class, level of education, income and type of job."
(Nebraska Department of Education)

Have the students choose a partner for the next activity and have the oldest person in the pair choose a "Socioeconomic Status Scenarios" card (SM-6). Put the directions and questions below, on the whiteboard, or on a transparency (TM-1). Set a time limit for the discussion of their scenario. They may want to record their comments regarding their scenario. Return to large group discussion and have pairs share their comments.

- What stressors were felt by the parents?
- What level of SES was this family?
- According to the information given about SES levels and parenting behaviors, how might the family handle the given situation?
- Compare how your scenario family might handle the situation if they were of a different level of SES.
- What types of societal factors could influence or change the situation of the family?
- How could their parenting behaviors affect their children's future and beliefs about parenting?

Note to Teacher: To update the current wages and cost of living expenses check out the Oregon Department of Employment website.

Supporting Concept C: Influences in Society

12. **"Know, Want, Learned":** Divide students into small groups of 3 to 4 in each. Using a K-W-L format what do we know, what do we want to know, what have we learned - have each group collect information in the first 2 columns (SM-7); what do we know now about media, and how it influences children's development, and what do we want to know more about in this area?

Class Discussion: Have each group share their information, with the teacher/facilitator acknowledging what the class is most interested in learning more about in regard to this issue. Save the K-W-L papers to fill in the remaining column later. (*Awareness of Context*)

Interview: Have each student conduct an interview with a parent, or adult of their parent's age, as well as a self interview on the following questions:

- a. Describe, including the name if you can recall, a children's television program that you remember from your childhood. What appealed to you about that particular program?

- b. What is an example of a currently airing children's television program that you would recommend for a child today?
- c. Is there any difference between what you remember watching when you were young and what is currently available? If so, what is the difference?

When students bring their responses back to class, have them analyze their findings in relation to a list of quality programming for children's viewing. Quality children's programs should:

- Include no gratuitous sex or violence
- Include no racial, gender, cultural, or religious bias
- Demonstrate or encourage safe behaviors: physically, cognitively, socially, and emotionally
- Empower children, rather than be condescending towards them
- Include no verbal or physical abuse or put-down behaviors

Have students discuss: Did the programming my interview was about meet the criteria above? How can television and media be used effectively in child development?
(*Consequences of Actions, Desired Results*)

13. **"View Children's Television":** Show an appropriate-length clip of a current television program aimed at children. Have students consider, when they are watching it, what conversations a parent/adult might have with a child as they watch together. Does it afford opportunities to:

- Initiate important conversations?
- Encourage educational follow-up activities?
- Allow a child to talk about his or her feelings in the context of a fictional character? (Give them something to relate to without feeling like it's them)
- Be a good spin-off for further research? (For example, a program on spiders might encourage the child to want to learn more about them)

Discuss in small groups, with reporters coming back to the large group. (*Alternative Approaches, Consequences of Action*)

14. **"Media":** Have students discuss the two editorial cartoons on television violence (TM-3 and TM-4).
- What is the message?
 - Do you agree/disagree?
 - Why or why not?

Using the statements on television (TM-5), ask students:

- How do these quotes make you feel?
- Should media be more responsible about the message that is sent?

Discuss the statistics related to children and television (TM-6). (*Awareness of Context*)

Ask students to brainstorm and list on white board, "What is Media?" (Television, movies, music, internet, video games, newspaper, magazines, etc.)

Brainstorm a list of media influences: Divide a sheet of paper in half lengthwise. On the left side of the folded paper write "Positive Effects". On the right side of the folded papers, write "Negative Effects."

- Pair-Think-Share "Positive and Negative Effects"
- Make a class list
- Teacher might add to list: hinders brain development, hinders language acquisition, physical inactivity, promotes aggression and violence, fear and depression, distorted self-image, isolation and loneliness.

Discuss "Media Hazards" (SM-8).

(Awareness of Context, Consequences of Action)

15. Assignment: Choose one or more of the following activities for students to complete outside of class. Identify a "due date" for the assignment that provides sufficient time to complete the activity or activities.

- "Television or Movie Analysis" (SM-9)
- "Screen Stereotypes" (SM-10)
- "Cartoons" (SM-11)
- "Rewriting Violent Scripts" (SM-12)

16. "TV Family Lifestyles": Give students the assignment "TV Family Lifestyles" (SM-13) to complete over several days. Discuss the following upon completion of the assignment:

- What family structures are most prevalently portrayed by television?
- Are they realistic situations?
- If challenges were present, did you agree with the ways they were handled?
- How might challenges have been handled differently?

(Alternative Approaches, Desired Results)

17. "Parent Interviews": Have each student interview two parents from different families, using "Parent Interview Questions" (SM-14). Students can also add questions that would be appropriate to use in their situation. The information gathered through these interviews will be shared with the class.

(Awareness of Context)

18. "Resources for Parents": How does the internet become a tool for parents who want to use media as a positive influence on their child's development? Have students work in groups to research and report on quality programming for children that could be resources for parents. Some of these would be: Children's Television Workshop, MAGIC (Media Activities and Good Ideas by, with and for Children) through UNICEF, and Babyclassroom.com.

19. "Complete Know-Want-Learned": Have students return to the K-W-L sheets that they began filling out at the beginning of this issue. In those same small groups, have students determine what they have now learned about media influences on children's development. *(Synthesis, Desired Results)*

20. Reflection/Reaction: Read expert, "Media," from *The Shelter of Each Other* (SM-15).

Select from the following:

- Complete a 1-page summary reaction
- Complete the following open-ended journal response:
I found out that.....
I was surprised.....

It was no surprise.....
I am concerned.....
I want to use this information in the following way(s).....
(*Awareness of Context, Consequences of Actions*)

21. Culminating Media Project: Choose one of the following:

- A. Develop a pamphlet that could be used to educate parents and caregivers. Be sure to include:
- Hazards of excessive media
 - Guidelines that can be used to protect children in a media culture.
- B. Write a letter encouraging positive media programming and exposure for children. Students could write to a regulatory agency, network or television station, video game manufacturer, or major film studio. (*Alternatives, Desired Results*).

22. "Consumer Culture": Share two or more of the following quotes:

- "It's really harmful, what we are doing: we tell kids that without our product, they are nothing, worthless." (*Marketer*)
- "I think there are some (products) out there that are downright offensive and disgusting, that just offend me with what pure unadulterated, unapologetic crap they are. But we have products to sell and money to be made and there's definitely a market for these things." (*Amanda Carlson, former food marketer*)
- "There are places people go to escape their worries. Where their defenses are down. Happiness abounds. And their minds are as malleable as putty. Sounds to us like the perfect opportunity to stick your product in their faces." (*Eventive Marketing sales brochure*)
- "At the end of the day, my job is to get people to buy things....It's a horrible thing and I know it." (*New York advertising executive Mary Prescott*)
- "It's our job to make people unhappy with what they have." (*B.E. Puckett, businessman*)
- "Advertising at its best is making people feel that without their product, you're a loser. Kids are sensitive to that. If you tell them to buy something, they are resistant. But if you tell them that they'll be a dork if they don't, you've got their attention. You open up emotional vulnerabilities and it's very easy to do with kids because they're most emotionally vulnerable." (*Nancy Shalek, President Shalek Agency*)
- "It isn't enough to just advertise on television...You've got to reach kids throughout their day – in school, as they're shopping in the mall...or at the movies. You've got to become part of the fabric of their lives." (*Carol Herman, Senior Vice President, Grey Advertising*)

Have students respond in their journal to the following:

- How did the quote make you feel?
- Do you think advertisers should be more responsible?

- Why isn't there more regulation of "truth" in advertising?
(*Awareness of Context*)

23. "Conscious Manipulation, Unconscious Decisions": Have students read, "Conscious Manipulation, Unconscious Decisions" (SM-16). Then have the class discuss the following:

- How has knowledge of human psychology influenced marketers?
- How do ads elevate feelings over thinking and impulses over common sense?
- How does advertising teach us to live for pleasure?
- Can needs for love, security, and a sense of belonging be met with products?
- What do you think is meant by "the American Dream has been re-written in the language of advertisers?" (*Awareness of Context*)

Discuss what is meant by "materialism"?

- Belief that material possessions will assure us of who we are; increase our value in the eyes of others, and bring us the good life
- Overwhelming message is "Things make the person"; "What is important is what you own, not who you are."
- Consequences:
 - ✓ Pursuit of material objects in an attempt to find security and happiness
 - ✓ Neglect other ways to bring more concrete and lasting satisfaction and joy
- How does materialism affect parenting?
- Can parents get caught in the cycle of giving children "things" rather than spending time with them?
- Does materialism teach values like honesty, courage, self-control, respect, responsibility? Why or why not?
(*Awareness of Context, Consequences of Actions*)

24. "Six Basic Screen Advertising Techniques": Provide students with a handout or make a transparency of SM-17. Discuss the techniques and ask students to provide examples from their own experience and knowledge. (*Awareness of Context*)

25. Journal Assignment: "The Good Life": Imagine you, ten years from now. Write a description of your idea of the "good life."

- What would you need (materially and non-materially) to have this "good life"?
- What would your relationships with others be like as you strive to reach the "good life"?

26. Short Story Activity: "A Time in My Life": In this activity you will examine the consequences of the belief that self-identity comes from the material dimensions of life. Write a short story about a time in your life when you felt that if you owned a "particular thing" you would be happy, or that you would be surer of yourself.

Criteria for your story:

- Be a real-life situation
- Be interesting to read
- Be a clear example of the belief that a material item would make you happy.

Answer these questions at the end of your story:

- What was the main problem or concern?

- What was important to you?
- What factors contributed to your belief that this item would make you happy?
- What were the results?
- What are other ways to pursue happiness? (*Awareness of Context, Consequences of Actions, Alternative Approaches*)

27. Critical Analysis of Media and Advertising: The purpose of this assignment is to critically evaluate the media and advertising. Find 3 ads in a newspaper or magazine that you think are targeted to children or teens. Attach to a piece of paper.

Answer the following questions on the back of each mounted ad:

1. What are the advertisers trying to sell?
2. For whom is the message intended?
3. What is the message being communicated?
4. What emotional appeal does the ad use to convince you that you need what they are selling? (What non-material needs are they appealing to?)
5. Note the body language in the ad. What does the body language say to you?
6. Does the ad work? Would you buy the product?
(*Awareness of Context, Consequences*)

28. Critical Analysis of Television Commercials: Choose a television program you enjoy watching. Make two columns on a piece of paper. Label one "Product" and the other "What Happens." Respond to these questions:

1. What caught your interest in the commercials?
2. Could what happened on the commercial happen in real life? Why or why not?
3. What did you learn about the product advertised?
4. Would you need more information in order to buy the product?
5. Were the commercials louder and/or faster than the program? Why do you think they made it that way?
6. Did you have to pay a lot of attention to understand what was happening? Or was it easy to pay attention?
7. For whom is the commercial made?
8. If you were making this commercial, would you change anything about it? What? Why?

(*Awareness of context, consequences*)

Adapted from: *Screen Smarts: A Family Guide to Literacy*, Gloria DeGaetano & Kathleen Bander, Houghton Mifflin Company, New York, 1996.

29. "Audience Appeal": The purpose of this activity is to identify the methods advertisers use to appeal to the television audience. Prepare a handout for students or a transparency master of "Audience Appeals" (SM-18/TM-7) and review the types of appeals used to capture an audience.

- Watch television until you have found examples of each of the types of appeals.
- Which appeal did you think works best? Why?
- Are there any that you don't think work at all? Why not?
- Which audiences would be susceptible to the different types of appeals?
- Is manipulation fair?
- Is it necessary?
- Why does it seem to work?
- Do you think most people are aware of these specific ways they are being manipulated? Why or why not?

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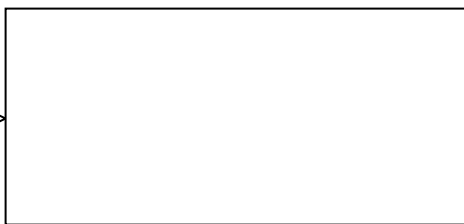
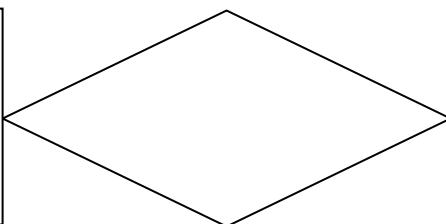
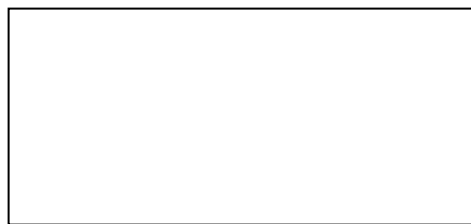

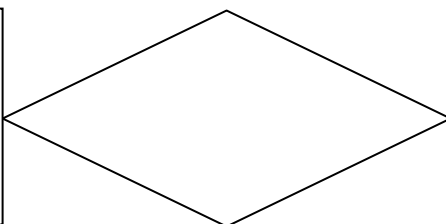

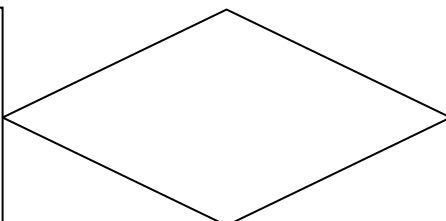
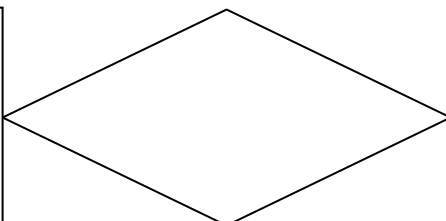
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COMPARE AND CONTRAST

1

2

WITH REGARD



What is Culture?

“Through culture, children gain a sense of who they are, a feeling of belonging, what is important, what is right and wrong, how to care for themselves and others, and what to celebrate, eat, and wear.”

(Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care)

Culture is made up of all those factors in your environment that are accepted by the group as the norm. Culture includes attitudes, values, laws, cherished beliefs, and ways of doing things. The foundation for many cultures rests upon accepted beliefs. Culture includes ideas about:

- Ways to relate to one’s elders
- Behavior between boys and girls
- Roles of women and men
- Ownership of property
- Prohibitions of certain kinds of behavior according to people’s status
- Childrearing practices such as discipline, toilet training, feeding, and bathing
- Expectations about behavior at various ages
- Attitudes toward differences in people and toward strangers
- Rites of passage
- Marriage ceremonies
- Birth ceremonies
- The meaning of death and ways of dealing with death

Defining a Cultural Context

Reflect on the practices/attitudes of your home/household as you were growing up and comment on the topics listed below:

1. Reaction to a child's crying:
2. Expression of anger by adults:
3. Expression of anger by a child:
4. Differences in treatment between boys and girls:
5. Child's curiosity about her or his body:
6. Toilet training practices:
7. Discipline methods:
8. Who was the authority figure:
9. Importance of child's curiosity and exploration:
10. How affection was expressed:
11. Children's rights to be heard:
12. Talking openly about feelings:

13. Disagreements and confrontations:
14. Importance of food:
15. Behavior toward elders:
16. Value of education:
17. Status of teachers:
18. Use of English (if bilingual household):
19. Ownership --- borrowing, lending, sharing:
20. Importance of religion:

Things in My Culture

Think of the culture of your childhood. Describe the items listed.

Favorite family food _____

Everyday dress _____

Favorite family activity _____

Most popular holiday _____

A symbol of that holiday _____

One famous artist _____

A popular song _____

A famous landmark _____

A well-known book _____

Cultural Research Project

Directions:

Choose one of the following to research:

- a. Your culture
- b. A culture that is different from your own

As you do your interview and research project, look for the following information:

1. Is there a racial identity or religious group represented by this culture?
2. What are the expectations of behavior?
3. What are the attitudes toward differences in people and toward strangers?
4. What is this culture's attitude towards educational achievements for their children?
5. Are there distinct differences in expectations of how male and female children act?
6. Which parent plays more of a dominant role? Why?
7. What values are reflected in this group? How are these values communicated to the children?
8. Are there special events in this culture? Rites of passage? Marriage/birth rituals?
9. What are the roles of women and men in this culture?

** During your research or interview, add any other information relating to culture such as family traditions, economic influence, etc.

Search the library and/or internet, as well as interview older members of your own family, a friend, or neighbor representing the chosen culture. Many communities have recent immigrants that could be interviewed. If there are exchange students located in your school you could also use these people as resources.

Scenario #1:

Susie and Jared are a happily married couple and were both raised in medium level socioeconomic status families. They live in a two bedroom, one bath house. They have a two-year-old son Jack and their second child is due any day. Susie works at a local bank as a teller, but is on non-paid 12-week maternity leave. Susie has already used up one week of her maternity leave. She typically works 30 hours a week and brings home \$270 each week. She also just finished up her first year of community college and is taking time off from school until the baby is about 6 months old. Jared is a physical trainer for the university football team and brings home \$3,200 per month. He has full medical and dental benefits under which Susie, Jack and the new baby will be covered. Their adjusted monthly bills with Susie not working (no child care expense) is approximately \$2,800 per month. Jack is becoming autonomous and wants to do things on his own without help from his parents. Recently he has become fond of dressing himself and when Susie or Jared try to dress him he exhibits defiant behavior, especially if they are in a hurry to go somewhere. Today, as Susie was trying to get out the door to a doctor appointment Jack didn't want to put on his shoes. He screamed, "No!!!" as Susie tried to put on his shoes and then he went limp as a noodle so she couldn't pick him up.

Scenario #2:

Yesenia and Sergio are a couple in their mid-thirties. They have two young children, Andy who is five years old and Nayeli, three years old. Yesenia is a stay-at-home mom who is taking classes to keep up her nursing license (3 credits per trimester). Sergio owns his own advertising business and brings home a salary of \$8,000 per month after taxes. They own a house and two cars. Their total monthly expenses, including mortgage, savings for property taxes, car payments, utilities, phone and credit card bills is \$5,000 a month. Yesenia and Sergio both grew up in high socioeconomic status families and got assistance from their parents to start out. Andy is in kindergarten and Nayeli attends preschool and Yesenia volunteers at both schools. Nayeli's teacher has pulled Yesenia aside more than once to discuss how Nayeli has begun to hit and kick the other children when she gets angry. Yesenia has also noticed this at home when Nayeli and Andy are playing.

SM-6 (Continued)

Scenario #3:

Tanya and Jared are both 20 years old, recently married and have a three-year-old son Tommy. Tanya works full time as a receptionist for a local business. Jared also works full time learning the ropes at a local garage in the hopes of becoming a mechanic and making a better living. Tanya and Jared struggle making ends meet each month but make \$20 a month over the requirements for state and federal assistance such as Aid to Dependent Families with Children (AFDC), food stamps, housing assistance, Medicaid and subsidized childcare. Both Tanya and Jared's families also work full time, are barely scraping by and therefore cannot provide assistance financially or with childcare. Tommy spends Monday through Friday from 7:30 a.m. to 6:30 p.m. in an inexpensive, non-licensed, in-home childcare facility. Tommy has recently had trouble sleeping and has begun to refuse to go to childcare in the mornings, latching onto Tanya's leg and causing Tanya and Jared to miss work or be extremely late on several occasions. Both Tanya and Jared's employers have given warnings that if they miss any more work in the next month they will lose their jobs.

Scenario #4:

Nadia and Reggie are a happily married couple who tried for three years to have a child and went through genetic counseling after several miscarriages. Nadia and Reggie finally became pregnant and gave birth to a happy, healthy, baby boy Chris four years ago. Both Nadia and Reggie worked full time before Chris was born but decided that while Chris was still young Nadia would work part-time and Reggie would continue to work full time as they need the cushion of Nadia's additional income. Small as her income may be, it provides a safety net for unexpected expenses and family "fun" money. While Nadia and Reggie are at work Chris spends his time with Reggie's parents, as they are retired and live close by and love having Chris around. Twice a week, when Nadia is home, she arranges play dates for Chris with local families she met through her "Mommy Support Group" at the hospital where she gave birth. Reggie has worked it out with his employer that he can have every other Friday off in order to spend time with the family and plans father/son days to bond with his son. Tonight the family is going out to eat at Nadia's favorite restaurant. Chris is seated in a booster chair next to Reggie. The dessert display is across from the table and Chris stares at the array of treats. When the food arrives Chris looks at his green beans and says, "Yuck, I hate green beans. Nadia responds with, "Try them, you like them at home." Chris then yells at the top of his lungs, "I don't want green beans. I want that!" as he points to the dessert display and then begins to whine and scream in full volume as everyone in the restaurant turns to look at their table.

TM-2 (*Scenario Questions*)

Use these questions to discuss your scenario with your partner:

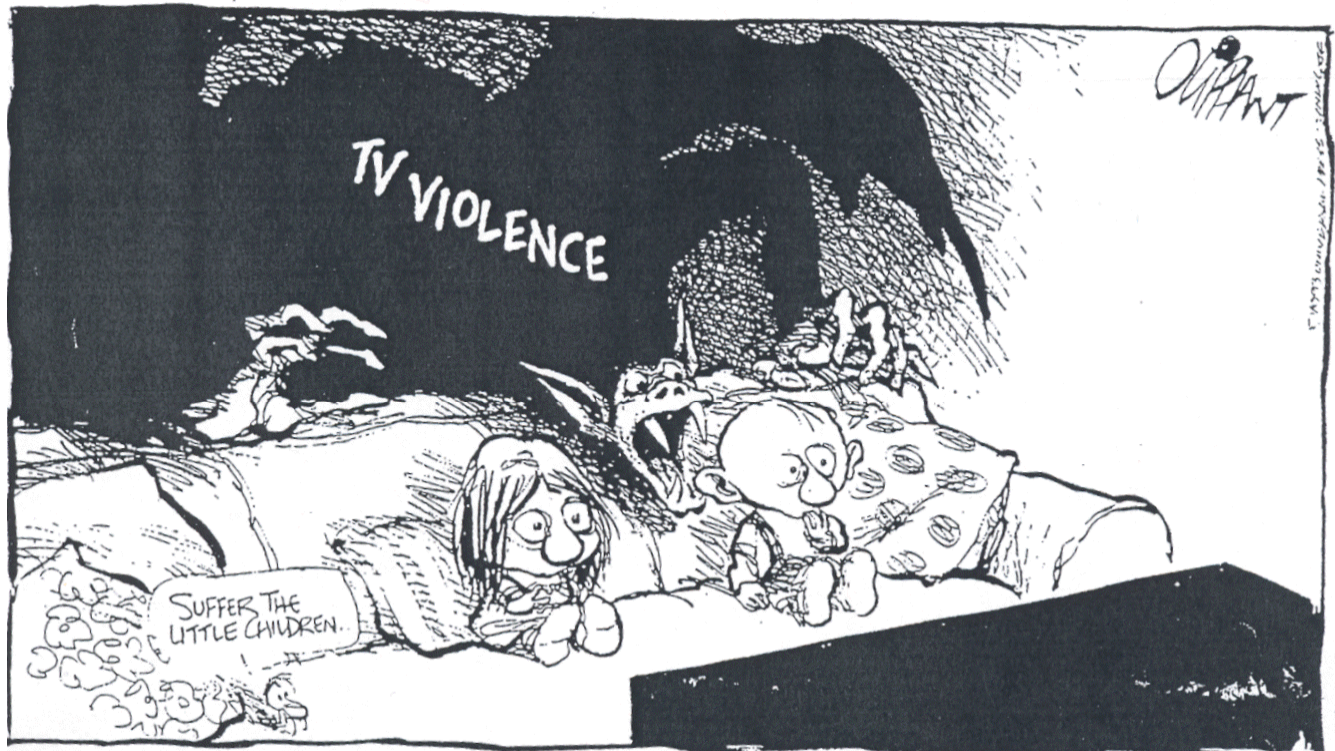
1. What stressors were felt by the parents?
2. What level of SES was this family?
3. According to the information given about SES levels and parenting behaviors, how might the family handle the given situation?
4. Compare how your scenario family might handle the situation if they were a different level of SES.
5. What types of societal factors could influence or change the situation of the family?
6. How could their parenting behaviors affect their children's future and beliefs about parenting?

Know, Want, Learned

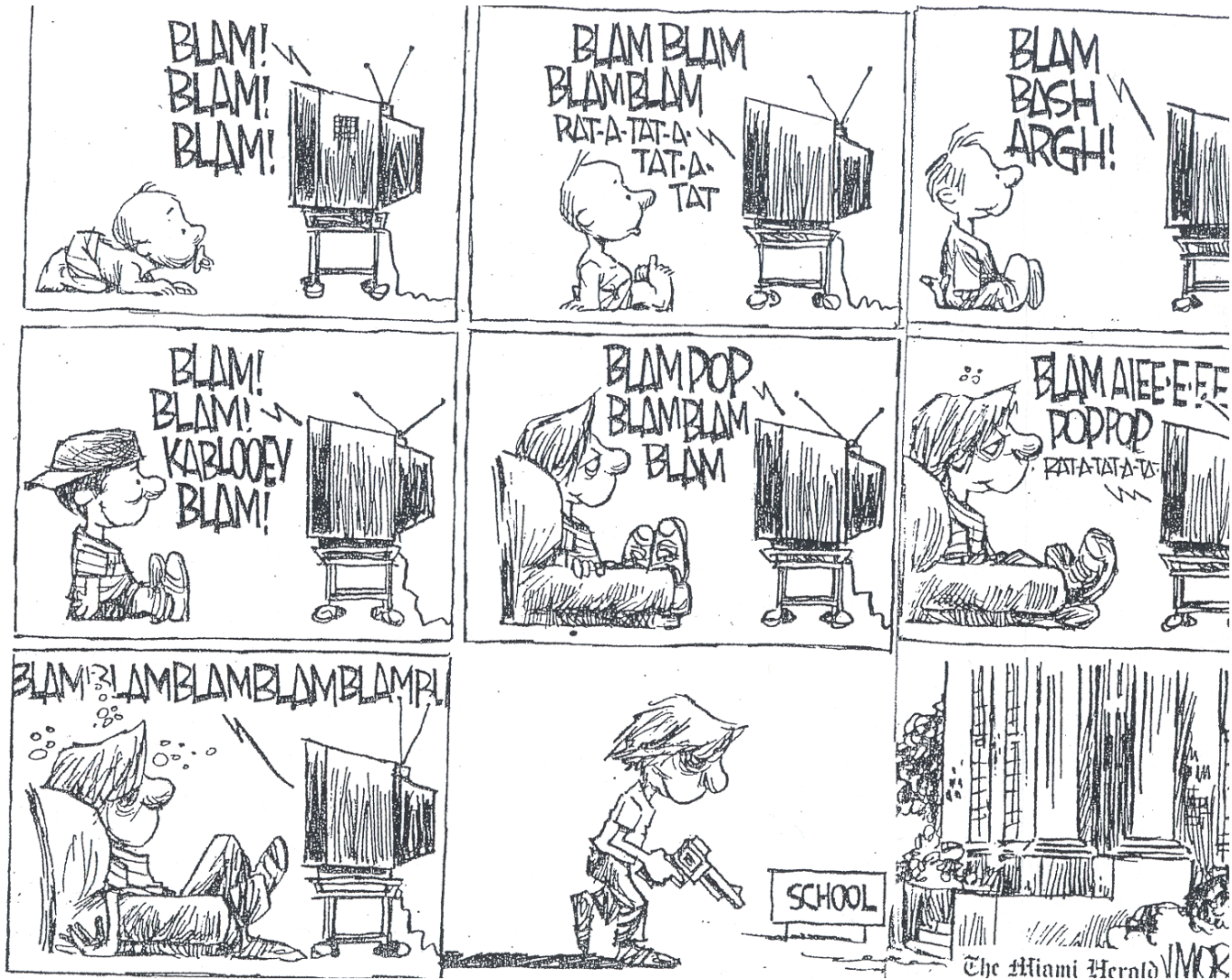
What do we **Know** now about television/media for children?

What do we **Want** to know more about, when we think about children and the media?

At the end of the unit, what have we **Learned** about television/media and their effects on children?



ONE BY ONE THE CHILDREN DISAPPEARED, AND WITH THEM THEIR CHILDHOODS.



“Video games that children are playing are the same killing simulator tools the military uses to desensitize its soldiers.”

David Grossman, National Expert on Violence

“A 2001 *Pediatrics* study found that more than half of all concept music videos involve violence, usually against women. One-fourth of all MTV videos portray violence, and attractive role models are the aggressors in more than 80% of these videos.”

Juliet Shor, Born to Buy

Statistics – Media and Children

- **Children growing up today spend an enormous amount of time glued to the TV screen. They average 35 hours per week of screen time, either watching TV or playing video games.**
- **Children in the United States watch an average of 3 to 5 hours of television each day.**
- **Prime-time television shows depict an average of 5 to 6 violent acts per hour, and Saturday morning children's programs show an average of 20 to 25 violent acts.**
- **Only 10% of children's viewing time is spent watching children's television. The other 90% is spent watching programs designed for adults.**

National Association for the Education of Young Children
Pamphlet #585, "Media Violence & Children," 1998

Media Hazards

When children watch television, they may be physically passive, but they are absorbing information, ideas, and values. When they have toys and other products that are marketed with what they see, the messages of violence are even stronger. Because media are such powerful teachers, adults must pay attention to the lessons children learn.

Research consistently identifies six problems associated with repeated viewing of media violence:

1. Children are more likely to behave in aggressive or harmful ways toward others. They begin to see violence as a normal response to stress and an acceptable means of resolving conflict. Children who repeatedly observe aggressive problem-solving behavior tend to replay what they have seen in real-life situations. Media violence can be a “how-to-do-it” training for people inclined to imitate observed behavior or trigger repressed (hidden/ignored) violence.
2. Children may become less sensitive to the pain and suffering of others and see violent behavior as normal. Viewing violence stimulates children to view other people as “enemies” and to be unconcerned about their welfare. They show less remorse about their own aggressive behavior and less concern about the aggressive actions of other children. Violence may be accepted not only as normal, but also as glamorous.
3. Children may become more fearful of the world around them. Exposure to media violence may compound some children’s natural anxieties.
4. Violent programming presents limited models of language development. The repetitive scripts of violent programs narrow the range and originality of children’s verbal expression at a time when the development of language is critically important.
5. Viewing media violence limits children’s imaginations. Programs that regularly depict violence often promote toys that encourage children to imitate the actual behaviors seen on TV or in the movies. Young children have a natural tendency and need to explore many make-believe roles and to play imaginatively to learn about themselves and their world. Heavy screen time not only limits children’s playtime but also leads to imitation of fighting, gun play, and other stereotypical actions.
6. When children are glued to a screen, they are not interacting actively and positively with the environment or getting the foundation they need for learning in school.

Adapted from: National Association for the Education of Young Children
Pamphlet #585, “Media Violence and Children”, 1998

Television or Movie Analysis

This activity is designed to critically discern and question media messages and values. Choose a television program or movie and complete the following activities.

Part 1 – Counting Violent Acts on the Screen

Put a check mark whenever you see one of the following acts on the screen.

<u>Type of Violence</u>	<u>Frequency</u>
-------------------------	------------------

Hitting, punching

Pushing, shoving

Shooting, knifing

Hurting an animal

Destroying property

Part 2 – Reflection Questions

1. Were you surprised with the number of violent acts? Why or why not?
2. Which violent actions are used the most/least?
3. What could the producer have done differently instead of using violent acts?
4. Did the violent acts come at any particular times in the show, i.e., just before commercials?
5. Who commits more violent acts? Men or women? Young or old? White or minority?
6. Who is harmed by the violent acts? Men or women? Young or old? White or minority?
7. What did you like or dislike about this program? Why?
8. Which character(s) seemed the most real to you? Why?
9. Has something you've just seen scared you? Made you feel uncomfortable with yourself? Made you want something?
10. What did you learn from this program or movie?
11. Do you think you should act the way the characters acted in the program or movie? Why or why not?

SM-9 (Continued)

12. If you were writing the script, what would you make different? Why?
13. When you talk to your friends about this program or movie, what will you say?
14. How were problems solved in the program or movie? Was this realistic? Why or why not?
15. How would you have solved the problem(s)?
16. Do you think people behave in real life the way they do on TV or in the movies? Why or why not?

Adapted from: *Screen Smarts-A Family Guide to Media Literacy*,
Gloria DeGaetano & Kathleen Bander, Houghton Mifflin Company, New York, 1996,
Pages 39 & 72

Screen Stereotypes

Not better, just different – Differences make us all unique and interesting. This activity is designed to analyze the impact of the media in promoting stereotypes. Choose from one or more of the following activities:

1. ***Working people on TV.*** For one week, keep a list of men's and women's TV occupations. When it comes to work, how are the male and female depicted – do patterns emerge? Are characters' occupations stereotyped?
2. ***Who isn't on TV?*** Make a list of non-stereotypical roles that you don't encounter on TV, such as a Hispanic doctor or an elderly policeman.
3. ***Inventory of roles.*** Over the course of one week, write down the minority group characters you see on television, including occupations and a few character traits. Compare and contrast these descriptions to the Caucasian characters on the same or similar programs.
4. ***Casting director.*** You are going to be the casting director for two TV shows. One will be a situation comedy about a neighborhood; the other will be a police show. Write a short description of the type of person you would choose for each of the following characters, detailing what they'd look like, what their personalities would be like, and how they'd act.
 - For the situation comedy, create a postal worker, a neighborhood child, a sanitation worker, a house painter, an owner of the largest house on the block, a renter, two neighbors, the bad kid on the block, and the friendliest person on the block.
 - For the police show, create a police chief, a sergeant, a detective, a secretary, three prisoners, and a janitor.
 - Look over your list when you are finished. Do you notice any stereotypes in the way you have cast these characters?
5. ***Sexism in advertising.*** Make a list of products advertised by women and products advertised by men on television. What do you see? Is there stereotyping?
6. ***Repetitive roles.*** Discuss the setting of TV commercials. Where are the women usually seen? Men? Minorities? Older people? Children? Disabled?
7. ***I know that person.*** Compare a TV character to someone you know who's about the same age in real life. How are they the same? What differences do you find? How "real" is the TV character?
8. ***Debate gender stereotypes.*** The topic of the debate is regarding "Gender stereotypes on TV and in the movies do (or do not) influence teen behavior in the opposite sex." Develop at least ten pro or con arguments for this proposal. A debate can be set up in the classroom.

9. ***Secret Wishes.*** Who is to know if you secretly want hair like Jessica Simpson or to be buff like Brad Pitt? Think of how images of the ideal may have you longing for an image rather than valuing the individualistic person you are. When you watch TV and start having a secret wish, talk about it with your parents or friends. See if they have any secret wishes too. Discuss how screen portrayals can get in the way of accepting ourselves as we truly are.

Adapted from: *Screen Smarts-A Family Guide to Media Literacy*

Gloria DeGaetano & Kathleen Bander, Houghton Mifflin Company, New York, 1996.
pages 148-149.

CARTOONS

Watch any cartoon and answer the following questions.

Part 1 -

1. Title_____

2. Station_____ 3. Time_____

4. Record and total the actual time of each commercial.

<u>Time of Commercial</u>	<u>Product or Service</u>
---------------------------	---------------------------

5. What are the messages children are getting from these commercials in relation to each of the following:

- Food
- Toys
- Places to go
- People who have these things

6. Tell briefly (2-3 sentences) what happened in the cartoon.

7. Give an example from a scene in the cartoon for each of the following that is applicable:

- Display of anger or hostility by one or more characters
- Display of love or affection by one or more characters
- Death or injury of one of the characters

8. Was the action centered on home or family life? If yes, describe; If no, describe what was the center of the action.

SM-11 (*Cartoons continued*)

9. What is the message in the cartoon – the moral of the story?

10. Would you recommend this program to parents or let your children watch it?
Why or why not?

Part 2 –Respond to one or both of the following:

1. Write a half page reaction to the following statement: **“By high school graduation the average child will have spent 11,000 hours in school and 20,000 hours watching TV.”**

2. Write a half-page reaction addressing the following question: **“Do you think TV encourages antisocial behavior** (behavior that violates the accepted norms, such as drug abuse)?”

Rewriting Violent Scripts

Introduction:

Too often the media send the message that violence is the best way to solve human problems. This activity is designed to identify better ways to address problems.

Instructions:

As you watch a television program, movie, cartoons, or play a video game, write down the basic problems characters encounter and then write down the ways that the characters solved each problem.

After this, brainstorm ways in which people can address difficult situations without using violence.

Pretend you are the screenwriter or computer game program designer. Use your own ideas to rewrite the plot. The goal is to eliminate the violence and come up with alternative solutions to the problems. Your writing could be in the form of an outline. Be sure to pay special attention to those elements that must be changed in order to eliminate the violence: Is it the people, the places, the time, the situation?

Gloria York, DeGaetano & Kathleen Bander, *Screen Smarts-A Family Guide to Media*

TV FAMILY LIFESTYLES

Television offers different versions of the American Family. Choose one program about a family to watch and answer the following questions:

1. Describe the family in the program you watched.
2. Summarize the program.
3. How were decisions made? Who made them?
4. What challenges/conflicts arose during the program? How were they handled?
5. Was the dramatization of the family and their problems presented realistically? Explain why or why not.

PARENT INTERVIEW QUESTIONS

The following questions are suggested to help students as they interview a variety of parents. Students should be encouraged to design other questions as appropriate.

Name: _____

Number and ages
of children: _____

Employment status of
parent(s): _____

1. What is the best part of being a parent?
2. What is the most challenging part of being a parent?
3. How do you manage household chores and child care?
4. Have you experienced financial difficulties as a parent?
5. Whom do you call on or ask for help when an emergency arises?
6. What were the most difficult adjustments in becoming a parent?
7. Did your decision to become a parent alter any future plans?
8. Do you feel you were ready to be a parent? Why or why not?
9. What did you do to prepare for parenthood?
10. What advice would you give to someone considering parenthood?

Media

The media forms our new community. The electronic village is our hometown. The old community of particular people in particular places and times who knew each other in a variety of ways over decades has been replaced by what Greg Brown calls “one big town.” Parents and children are more likely to recognize Bill Cosby or Jerry Seinfeld than they are their next-door neighbors. All of us know O.J. Michael, Newt and Madonna. The gossip is about celebrities – Did Liz spend time at a diet camp? Why did Lyle Lovett and Julia Roberts get a divorce?

Relationships with celebrities feel personal. We are sad when our favorites-Jackie, John Lennon, Roy Orbison or Jessica Tandy – die. We’re happy when Christie Brinkely marries on a mountaintop or when Oprah loses weight. We follow the news of the stars’ addictions, health problems, business deals and relationships. We know their dogs’ and children’s names. These relationships feel personal. But they aren’t.

We “know” celebrities but they don’t know us. The new community is not a reciprocal neighborhood like earlier ones. David Letterman won’t be helping out if our car battery dies on a winter morning. Donald Trump won’t bring groceries over if Dad loses his job. Jane Fonda won’t baby-sit in a pinch. Dan Rather won’t coach a local basketball team. Tom Hanks won’t scoop the snow off your driveway when you have the flu.

These vicarious relationships create a new kind of loneliness – the loneliness of people whose relationships are with personae instead of persons. Years ago a sociologist postulated that there were a critical number of social contacts that a person needed every week to stay sane. He speculated that unless seven familiar people “interacted” with the person, he or she would be at risk for mental illness. I think about that study as I write this and wonder how many people have fallen below that critical number.

The electronic community is less diverse than real life. The problems it deals with are not the problems that real people must face. Certain situations, such as young starlets being threatened or handsome men fighting crime, are over-explored. Other stories, much more common, such as school board meetings, poetry writing, trips to museums, piano practice or the delivery of Meals on Wheels, are virtually ignored. People, who are not visually interesting, which is most of us, are underrepresented. The stories that are selected are those that make money. A richness and complexity of real life disappear.

We are just beginning to grasp the implications for families of our electronic village. Parents have no real community to back up the values that they try to teach their children. Family members may be in the same house, but they are no longer truly interacting. They may be in the same room, but instead of making their own story, they are watching another family’s story unfold. Or even more likely, family members are separated, having private experiences with different electronic equipment.

SM-15 (*Media Continued*)

As Bill Moyers put it, “Our children are being raised by appliances.” There are televisions in birthing rooms so that literally, from birth on, children are exposed to media. Children see and hear information that is not appropriate to their developmental needs. Before they learn to ride tricycles, they are exposed to sexual and violent materials. Two-year-olds are not ready for sexual scenes or news of the murder of children. Five-year-olds are not equipped to think through the messages of Snoop Doggy Dog.

We flood children with sexual stimulation. In magazine ads, seminude teens lock in embrace to sell underpants or jeans. On a talk show, a man describes his sexual interest in fee. Video games often feature scantily clad sexualized women. Home computers connect pedophiles with children learning to type. Children have scant protection from sexual messages that twenty years ago would have been taboo for grown-ups.

We must remember that all television is educational. It teaches values and behavior. Children are manipulated from the time they can sit in front of a television. The average child is exposed to four hundred ads a day, which will add to more than a million ads in a lifetime. Children are taught how to be consumers and sold products – junk foods, over-priced clothes and useless toys. Two-year-olds beg parents for products they’ve seen advertised on TV. One mother told me that her son’s first words were “I want.” Another mother brought in her four-year-olds drawings of beer signs.

Children learn these things from ads: that they are the most important person in the universe, that impulses should not be denied, that pain should not be tolerated and that the cure for any kind of pain is a product. They learn a weird mix of dissatisfaction and entitlement. With the messages of ads, we are socializing children to be self-centered, impulsive and addicted. The television, which Leonard Cohen called “that hopeless little screen,” teaches values as clearly as any church.

We may try to protect our own children from such nonsense, but they live in a world with children who have been socialized into this value system. Indeed there is corporate colonialism. Children everywhere may be teased if they don’t have designer jeans and Barney toys or if they don’t know how to power-kick. Their peers will teach them to be consumers even if they do not learn from primary sources. Recently I was on the west coast of Scotland in a town overlooking the Inner Hebrides, a town of less than a hundred people that was known for its silver sands and steam train. As I hiked beside a loch, I met a girl picking wild blackberries with her mother and grandmother. She wore pink plastic Barbie doll boots.

Mary Pipher, *The Shelter of Each Other – Rebuilding Our Families*, Ballantine Books, New York, 1996, pp. 13-15

Conscious Manipulation, Unconscious Decisions

“Much of advertising’s power lies in its ability to persuade on subliminal levels. Motivational research in the fifties found that most people were motivated from two basic needs – sex and security. So ads were designed to link products with the fulfillment of those needs. Insights from psychiatry and the social sciences were used to determine how best to attract a viewing audience. In 1969, the adman Herbert Krugman hooked his secretary up to a monitor only to discover that, while watching TV, the brain’s cerebral cortex uses a different type of brain wave. Instead of being in the alert thinking state known as beta brain wave, the brain slips to the less active alpha state, in which it doesn’t actively process information from the outside world.

It wouldn’t be an overstatement to say that for the past twenty-five years the advertising industry has known more about the workings of the brain than does the average American. The fast-paced, colorful images of commercials keep active thinking to a minimum. They hook the viewer by arousing strong emotions or fears. Commercials create quick impressions and influence us to link a product with a particular feeling or a particular perception about ourselves or our world. Children are particularly vulnerable to this conditioning.

Gloria DeGaetano & Kathleen Bander,
Screen Smarts: A Family Guide to Media Literacy,
Houghton Mifflin Company, New York, 1996. p.78

Six Basic Screen Advertising Techniques

1. Fast-paced Activity

- Scenes change every 2 to 3 seconds
- Hinders ability to reason
- Keeps people watching
- Can seem more interesting

2. Selling the Image, Not the Product

- Promise beauty, popularity, sex appeal, love, eternal youth, superstar status, total fulfillment
- A form of institutionalized lying

3. Catchy Jingles Keep the Message Alive

- Rhyme, rhythm and music help us remember things more easily
- Sets a mood for manipulation

4. Popular People make the Product Popular

- Increases status appeal

5. Camera Tricks Create Hype

- Determines what emotions and impressions are communicated
- Convey important messages
- Jolts – technical events to keep attention

6. Special Props Make the Ideal Look Even Better

- Tricks used to make things look better
- Glue on cereal because milk looks too blue under lights
- Steam hot cocoa with detergent bubbles to make it look more steamy

Audience Appeals

- ❖ **Factual Appearance** – A businesslike appeal; numbers are questionable
- ❖ **Comparison** – The product is best compared to others
- ❖ **Testimonial** – Trustworthy people swear by the product
- ❖ **Clever Productions** – Dazzles the audience with fanfare, dramatics, or exaggerations
- ❖ **Bargains** – Who can turn down a bargain?
- ❖ **Integrity** – Links honesty and strength of character with the product
- ❖ **Soft Sell** – Charms the viewers or persuades through understatement
- ❖ **Popularity** – Appeals to our desire to belong to a group
- ❖ **Bandwagon** – Everybody is using it
- ❖ **Glittery Generalities** – Talks a lot without saying anything
- ❖ **Transfer** – X buys it, and I'll be more like X if I buy it
- ❖ **Putdown** – Denigrates another product, usually unnamed

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Understanding Development

RELATED CONCERN:

A Healthy Prenatal Environment

DESIRED RESULTS FOR STUDENTS:

Students will examine the factors that contribute to the well-being of the pregnant woman and her unborn baby.

LEARNER OUTCOMES: Students will:

1. Explore the context of prenatal development.
2. Consider the factors that ensure the well-being of the father, mother, and the birth of a healthy baby.
3. Examine approaches for assisting parents to achieve a healthy prenatal environment.
4. Analyze the consequences of environmental and hereditary influences on prenatal development.

SUPPORTING CONCEPTS:

- A. Prenatal Care
- B. Influences of Healthy Prenatal Development

BACKGROUND INFORMATION:

At no other time are the lives of two people, mother and unborn baby, closer than during the prenatal period. The unborn baby is surrounded by its own protective world, a world that meets its basic needs and from which a unique individual is born. This world inside the mother's body provides a safe "home" for the growing fetus to which the mother is responsible for eating, breathing, and eliminating wastes for both of them. The most damaging effect of environmental hazards can occur in the first 8 weeks.

The National Foundation March of Dimes uses the slogan "Be good to your baby before it is born." This slogan should be taken very seriously because prenatal care should start before pregnancy. It is important to remember that pregnancy is a condition, not an illness; a pregnant woman is not sick.

Having good health before pregnancy is important. By planning ahead, a woman can ensure that she and her baby are off to a healthy start. Good nutrition, proper exercise, sufficient rest and attention to personal care for yourself all affect pregnancy. The following are some of the many important actions that can help lead to a healthy pregnancy for both mother and child.

Maintain a healthy weight and exercise regularly: Exercise is good for a pregnant woman. Benefits of working out include feeling good and maintaining a healthy weight. Regular

exercise that is enjoyable helps her feel better and enjoy her pregnancy better. It will also provide her baby with a healthier environment.

Stop smoking, drinking alcohol, using drugs, and reduce caffeine intake: Smoking, drugs, alcohol and caffeine can affect everyone detrimentally but are particularly bad for pregnant women. When a pregnant woman takes any kind of drug, drinks alcohol, or smokes (tobacco or marijuana), the unborn baby is affected also.

When a pregnant woman smokes, her baby does, too. Cigarette smoke crosses the placenta to her baby. Tobacco smoke contains many harmful substances such as nicotine and carcinogens; which are cancer-causing agents. Smoking during pregnancy increases the risk of fetal death or damage. Women who smoke during pregnancy risk delivering premature babies who usually have lower than average birth weights. These newborns are likely to develop health problems in early infancy which can continue on throughout the rest of their lives.

Drinking alcohol (hard liquor, wine, or beer) can also be detrimental to the unborn baby. Alcohol is absorbed into the pregnant woman's bloodstream and crosses the placental barrier. Excessive and chronic drinking during pregnancy increases the risk of having a baby born with fetal abnormalities.

Fetal Alcohol Syndrome (FAS) is a pattern of malformations and disabilities resulting from a pregnant woman drinking heavily during her pregnancy. FAS will not occur if the father was drinking heavily or if the pregnant woman was drinking a very small amount of alcohol on rare occasions. Heavy drinking on a consistent basis or binge drinking on an occasional basis can produce FAS. Fetal Alcohol Syndrome is currently the leading cause of mental retardation in the United States.

Fetal Alcohol Effects (FAE) is a condition where children are born with less dramatic physical defects, but with many of the same behavioral and psychosocial characteristics as those with FAS. FAE is often thought of as lower on the continuum than FAS, but this is not correct. Many individuals with FAE, while looking quite normal, have significant deficits in their intellectual, behavioral, and social abilities which prevent them from leading normal lives.

When a pregnant woman takes drugs the unborn baby does too. Some drugs can cause severe damage to an unborn baby. The use of drugs in pregnancy may affect a child's IQ, attention span, and learning ability. It is important to remember that the safest approach to drug or alcohol use during pregnancy is no use at all.

Coffee, tea, chocolate and some soft drinks contain caffeine. It is unclear as to the exact amount of caffeine it takes to affect the fetus. Because of this uncertainty many doctors recommend pregnant women reduce the amount of caffeine they consume.

Stay healthy: A pregnant woman should try to avoid infections by washing her hands frequently, have regularly scheduled checkups, and visit the doctor if she is sick. It is important to see a health care provider early in pregnancy to get the proper care for the mother-to-be and developing fetus. Medical supervision is the best insurance for safe and successful childbearing. Women who don't get early prenatal care are much more likely to have babies who are sick and need extra medical care after birth.

Try to lessen the stress in life: It is important that expectant mothers find time to take care of themselves during pregnancy. There has been research that suggests that high levels of stress in expectant mothers can result in pregnancy problems. It makes sense to cut down on the stress in their lives as much as possible. They need to consider ways to reduce stress levels by exercising, managing time, resting and taking time to do things that they enjoy.

Eat a healthy and well-balanced diet: The unborn baby lives on what the mother eats. Eating a variety of foods each day is the best way to make certain that both mother and baby are getting all the nutrients they need. Foods from each of the five food groups – fruits, vegetables, bread and cereal, milk and milk products, and meat or other protein foods - should be included daily. A nutritious diet will aid in achieving a more comfortable pregnancy and in delivering a healthy baby.

Health of the baby's father: In recent years more attention has been given to the father's contribution in pregnancy. A father's drug habit at the time of conception may influence the outcome of pregnancy. It is important that the father also discontinue the use of drugs, alcohol, and tobacco. Quitting smoking will improve the health of everyone in the family since secondhand smoke is nearly as dangerous as firsthand smoke. Smoking, in fact, increases the baby's risk of Sudden Infant Death Syndrome (SIDS).

Effect of HIV/AIDS: HIV (human immunodeficiency virus) is the virus that causes AIDS (acquired immune deficiency syndrome); 2 out of every 1000 women who enter pregnancy are HIV positive. Research has shown that an infected woman can pass the virus to her baby as early as the 8th week of pregnancy. If a woman is in the early course of the illness she may have an uneventful pregnancy, birth, or breastfeeding. However, research shows that the risk of a woman infected with HIV passing the virus to her baby can now greatly be reduced and nearly eliminated. If she takes an AZT during pregnancy and has a Cesarean delivery, she reduces the risk of passing the virus (Curtis, 2004).

Birth Defects: According to the Center for Disease Control and Prevention, birth defects affect about one in every 33 babies born in the United States each year. They are the leading cause of infant deaths, accounting for more than 20% of all infant deaths. The risks of hereditary abnormalities can be predicted and prevented by genetic counseling. There are more than 13,000 known inherited gene disorders. Each year in the United States about 150,000 babies are born with some type of birth defect. In addition, certain ethnic groups have a higher chance or incidence of specific genetic defects. Certain medications, chemicals, and pesticides can also put a couple at risk (Curtis 2004). Genetic counseling brings couples together with professionals who are trained to deal with questions and problems associated with the occurrence of genetic problems.

Some hereditary factors may cause prenatal development not to proceed normally, causing birth defects. Some of these defects, such as sickle cell anemia, cystic fibrosis, color blindness and muscular dystrophy can be traced back to parent's genes. Down syndrome, also known as Trisomy 21, is a well known inherited disorder and is characterized by mental retardation and slow physical development. Women over 35 have an increased risk of bearing a baby with Down syndrome. Testing, such as an amniocentesis, can be done to see whether or not the baby has Down syndrome. An amniocentesis is a process where a small amount of amniotic fluid surrounding the baby is withdrawn and is examined for defects. Other types of prenatal testing include Triple Screen (MSAFP), blood tests, and Alpha-fetoprotein tests.

The type of medical care selected during pregnancy and delivery of the baby depends on personal preferences and finances. The choices include general practitioners, obstetricians, nurse practitioners and certified nurse-midwives. Information for what is available in communities can be found at local hospitals, public health departments or medical societies. There are services available in more communities for those parent-to-be who need financial help. A variety of health care providers are generally available.

Teen pregnancy, especially when women are younger than 17, increases the health risks for both mother and baby. Babies born to teen parents often do not receive adequate nourishment and prenatal care. There is also a risk of having a baby being born prematurely

and having a low birth weight. When a teenager becomes pregnant before the growth of her own body is complete, it is much harder for her to support the physical demands of an unborn baby for 9 months. It is important for pregnant teens to obtain good prenatal care from the earliest months of pregnancy.

Pregnancy can be an exciting time for the future parents. With proper health care and avoidance of known harmful effects, parents can greatly increase the chances for a normal, healthy baby.

Teacher Preparation:

1. If you have given birth to your own children, think back to your own pregnancies. What concerns did you have about prenatal development? What, if any, hereditary factors were taken into consideration before or during pregnancy? If you have never had children, what concerns have friends or relatives who have gone through pregnancy shared with you? If willing and you have them; share your ultrasound pictures and hospital bills with the class to help them understand the realities of pregnancy and birth.
2. Are there any pregnant teens and/or teenage mothers and fathers in your class? In your school? How much information have they been given on prenatal development? What are their concerns? What support systems, if any, are available to pregnant teens in your school and in the community? Would these teens be willing to talk about their experiences in your class?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Prenatal Care

1. **"Introduction":** Using, "Prenatal Development and Birth Vocabulary" (SM-1), review the prenatal development and birth vocabulary with students. (*Awareness of Context*)
2. **"Prenatal Development":** Divide the class into nine groups. Have each group of students research one month of prenatal development. Students will present their findings, with brief explanations and/or illustrations, to the rest of the class. (*Awareness of Context*)

Have students complete the worksheet, "Embryo & Fetal Development" (SM-2). Discuss with the class about the appropriate month for each of the statements.

If available, show the National Geographic DVD, "Biology of Prenatal Development," to the class. The DVD describes human prenatal development through all 38 weeks of pregnancy, emphasizing the first trimester developmental period when all body systems and more than 90 percent of all body parts emerge and begin to function. (Available through the National Geographic online store)

3. **"Teen Pregnancy Quiz":** Go online to <http://www.teenpregnancy.org> and print off a copy of the "Teen Pregnancy Quiz." A new quiz is created every year. Have students take the quiz individually and then post results. Go over the answers and talk with students about smart decisions and ways to prevent teen pregnancy. (*Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action*)
4. **"What are the Odds?":** Have every student in the class get out a scrap piece of paper and crumple it up into a ball. Place an empty trash can on a desk or on the floor in a central

location in the room. Have students try to make a basket from where they are sitting. Keep track of how many students make the basket. Once everyone has attempted it, ask the students the following:

"No one can be sure of the outcome beforehand, right? There was uncertainty involved. But there was also always a chance that someone would make the basket with the entire class trying. And ___ of you did make it. Now imagine if 360 million students tried to make a basket. Is it likely that at least one person would make a basket?"

Relate that to the fact that the average male ejaculates 360 million sperm at one time, and only one sperm has to get through to unite with the female's egg to cause a pregnancy!
(*Awareness of Context*)

5. **"Prenatal Care"**: Invite a qualified health care provider to speak to the class on health and physical needs of pregnant women. Before the speaker is present have the students add their own questions to the following list:

- Why is prenatal care important early in pregnancy?
- Why do pregnant teens often wait to seek prenatal care?
- What are some possible consequences of failure to secure prenatal care early in pregnancy?
- How can the father assist in prenatal care?
- What if the father is a teenager?
- What are the consequences of gaining too much weight during pregnancy?
- What about the consequences of not gaining enough weight?
- What are the options for medical care during pregnancy?

(*Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches*)

Supporting Concept B: Influences of Healthy Prenatal Development

6. **"Maternal Nutrition and Fetal Development"**: Nutrition is a major intrauterine environmental factor that could have lifelong consequences for the developing fetus. Have students compare and contrast the differences in food requirements for a teenager and a pregnant woman. In small groups, have students list foods that a typical teenager eats in a day. Answer the following questions in a large group or in small groups:

- What would need to be added and/or subtracted to make this a well-balanced diet for a pregnant woman?
- What are some of the reasons why a pregnant teenager might not be able to follow this diet?
- What would be the consequences to the unborn baby if a healthy diet was not followed?
- Why is it important to have good nutritional habits before pregnancy?
- What are some possible effects on the mother's health and well-being as a result of poor nutrition?

(*Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches*)

7. **"Harmful Influences on Developing Fetus"**: The choices a woman makes may play a significant role in the pregnancy. Smoking, drinking alcohol, and using recreational drugs can be harmful to the development of the unborn baby. Hobbies or work that involves exposures to

toxic paint, solvents, or lead can also pose risks. Minimizing these risks during pregnancy is a good way to give the baby the best start possible.

Introductory activity: Prepare 2" X 2" pieces of paper equal to the number of students in the class. On 4/5 of the papers write; "healthy baby." On the remaining 1/5 write, "baby with defects." Place all the papers in a box. Focus the student's attention with a statement such as, "It is sometime in the future and you are expecting your first child." Direct each student to select a piece of paper from the box. When all the students have drawn a piece of paper from the box, make a statement, such as, "Today, luck was the only factor in whether you had a healthy baby or a baby with a birth defect." In actuality, many factors play a part in whether the baby is healthy or not. Explain that the risk of birth defects can be reduced by the choices made before and during pregnancy.

Compile a list on butcher paper or on an overhead projector of the factors that may influence or cause irregularities in prenatal development. Include the following examples:

- Maternal illness (rubella, diabetes, strep B)
- Use of alcohol (beer, wine, hard liquor)
- Tobacco
- Caffeine
- Over-the-counter drugs
- Illicit Drugs
- Sexually transmitted diseases
- Exposure to toxic substances (solvents, lead, etc.)

Have students work in groups of 2 or 3 to research these topics online and prepare a display/presentation for the class. Two web sites to suggest are: Department of Health and Human Services; Center for Disease Control and Prevention and the National Institute on Drug Abuse. (*Awareness of Context*)

Invite an obstetrician or pediatrician to speak to the class.
(*Desired Results*)

8. "Birth Defects; Genetic Conditions Research Paper": Have students choose from the following list of common birth defects to research. Use the online reference *MarchofDimes.com* to complete the assignment.

- Achondroplasia
- Autism
- Cerebral Palsy
- Club Foot
- Cystic Fibrosis
- Congenital Heart Defects
- Down Syndrome
- Fragile X Syndrome
- Marfan Syndrome
- The Neurofibromatoses
- Rh Disease
- Sickle Cell Disease
- Spina Bifida
- Tay-Sachs Disease
- Thalassemia

After research have students complete an expository paper answering the following questions:

1. What is it and what causes this birth defect?
2. Is this birth defect preventable?
3. What are the long term effects of this birth defect?
4. Is there a treatment for this birth defect? If so, what is it?
5. How common is the birth defect?
6. How does this defect or disorder affect the family?
7. How does this disorder or defect affect society or all of us?

Clearly define for the students the expectations for the paper (length, form, content).
(*Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches*)

9. **"Parent Panel":** Invite one or two parents of children with handicapping conditions resulting from defective genes or hereditary disease to share their experience during pregnancy, birth, and childhood. (*Awareness of Context*)

RESOURCES:

Curtis, G., & Schuler, J. (2004). *Your pregnancy week by week*. Da Capo Press

Francis, J. (2002). *What to expect when you are expecting*. New York, NY: Workman Publishing Company, Inc.

PRENATAL DEVELOPMENT & BIRTH VOCABULARY

1. **Conception:** The union of an ovum and a sperm, resulting in the beginning of a pregnancy.
2. **Sperm:** Male cell.
3. **Ovum:** A female cell, also known as an egg.
4. **Uterus:** The organ in a woman's body in which a baby develops during pregnancy. One end, the cervix, opens into the vagina; the other is connected on both sides to the fallopian tubes.
5. **Fallopian Tube:** Two very fine tubes that conduct the egg from the ovaries to the uterus.
6. **Prenatal:** Development of a baby during the period before birth, of which there are three stages.
7. **Periods of Development:**
 - Zygote:**
 - First stage in the development of a baby
 - Begins at conception (fertilization of egg and sperm)
 - Ends at implantation into the uterus
 - Rapid cell division
 - Embryo:**
 - The first 8 weeks
 - Looks like a tadpole
 - End of 8 weeks, embryo is 1 inch long and less than an ounce
 - All major body organs and systems are formed but not completely developed
 - Most sensitive period because the basic foundations are being made
 - Fetus:**
 - Begins at 8th week and lasts until birth
 - Baby's heartbeat can be heard for the first time
 - Rapid brain growth continues
 - Lungs and heart mature
 - 38 to 40 weeks is full term
8. **Placenta:** Connected to the fetus via the umbilical cord which is composed of blood vessels and connective tissue.
9. **Lanugo:** Soft woolly hair that covers the fetus.
10. **Amniotic Fluid:** Amniotic fluid is the watery liquid surrounding and cushioning a growing fetus. It allows the fetus to move without the uterus being too tight against its body.
11. **Umbilical Cord:** A long tube that connects the fetus to its placenta. It contains major arteries and veins that exchange nutrients and oxygen-rich blood between the embryo and placenta.
12. **Vernix:** A natural "waxy" or "cheesy" white substance that covers the skin of the fetus and protects it from water logging.

EMBRYO & FETAL DEVELOPMENT

Many changes occur during pregnancy. Use the numbers 1-9 (designating the month of development) to complete each statement.

1. ____ Soft downy hair covers the fetus.
2. ____ Eyes are forming.
3. ____ Fetus assumes position for delivery.
4. ____ Fetal movements are definite and felt by the mother.
5. ____ Embryo length is $\frac{1}{2}$ of an inch long.
6. ____ Fetus is 2 inches long.
7. ____ Fetus eyes are open.
8. ____ Fetus can hear sounds
9. ____ Fertilized egg divides rapidly.
10. ____ Fat forms on fetus.
11. ____ Fetus can see changes in light.
12. ____ Fetus weighs 1.5 pounds.
13. ____ Male or female reproductive organs begin to form.
14. ____ Fetus hearing develops.
15. ____ Fetus is 6-8 inches long.
16. ____ Fetus is 8-12 inches long.
17. ____ Lanugo and vernix are almost gone.
18. ____ Urine is produced.
19. ____ Heart is pumping blood.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Understanding Development

RELATED CONCERN:

Nurturing Brain Development

DESIRED RESULTS FOR STUDENTS:

Students will understand the relationship between healthy brain development and a nurturing environment.

LEARNER OUTCOMES: Students will:

1. Explore the context of early brain development.
2. Examine approaches for assisting parents and caregivers to help each child develop his or her full potential.
3. Analyze the consequences of environmental influences on brain development.

SUPPORTING CONCEPTS:

- A. Brain Anatomy
- B. Influences on Brain Development
 1. Environmental
 2. Setting the Stage for Learning

BACKGROUND INFORMATION:

"There has been more learned about the brain since 1995 than in the past 100 years" (OCEB, 2003). With the help of new imaging technologies, scientists can penetrate the brain's tough protective shell to see the living brain inside. Advances in molecular biology enable scientists to manipulate genes within living cells and map the creation of neurons. The new brain science is continually evolving and changing. The more we understand brain development the more we can use it to improve the parenting and teaching of young children.

Birth is simply a stage in the baby's development. A baby's brain starts forming soon after conception with a few cells at the tip of the embryo. By the seventh month of gestation there are 100 billion cerebral nerve cells organized into more than 40 systems to direct language, movement, seeing, and hearing. Heredity may determine the basic number of "neurons" (brain nerve cells) children are born with, and their initial arrangement, but this is just a framework. A child's environment has enormous impact on how these cells get connected or "wired" to each other. The brain begins working long before it is finished. And the same processes that wire the brain before birth also drive the very rapid growth of learning that occurs immediately after birth. At birth, a baby's brain contains 100 billion neurons, roughly as many nerve cells as there are stars in the Milky Way. Before birth, the brain produces trillions more neurons and "synapses" (connections between brain cells) than needed. The synapses are formed as a result of stimulation from the brain's environment. Neurons continue to form synapses with other neurons

throughout childhood. Whenever a sense is stimulated, the information is processed in the brain and a connection is made, forming the structure for learning. Repetition is essential to strengthen the synaptic connections. During the first years of life, the brain undergoes a series of extraordinary changes. Then, through a process that resembles Darwinian competition, the brain eliminates connections that are seldom or never used. By age one 1000 trillion synaptic connections have been formed. Those connections that continue to be stimulated tend to remain and the connections that are not used will be eliminated. The brain operates on a “use it or lose it” principle. Those connections that are not used (or not needed) will be pruned away, much like a tree is pruned of excess branches. Pruning is beneficial for both the brain and the tree, creating a stronger, more efficient structure.

The timetable for brain development thus varies by region, and it continues throughout life. Sensory regions, which govern sight, touch, hearing, and other sensations, undergo their most rapid growth early in life, while the brain areas guiding higher forms of thinking and reasoning experience blooming and pruning of brain connections into early adolescence. The recent discovery that the mature adult generates new neurons raises the possibility that brain development continues into maturity in yet unknown ways.

Brain Anatomy: The brain is part of the central nervous system, and plays a decisive role in controlling many bodily functions, including both voluntary activities (such as walking or speaking) and involuntary ones (such as breathing or blinking).

The brain is divided into different sections, each controlling specific functions in the body. The sections are described below, from the most simple to the most complex:

- **Brainstem:** responsible for survival, heartbeat, breathing and “fight or flight” reactions
- **Cerebellum:** responsible for muscle contractions, automatic movements, balance
- **Limbic System:** regulates emotions and long-term memories; can override rational thought and brainstem response patterns
- **Cerebral Cortex:** the outer thin layer of the **cerebrum**, responsible for thinking and more complex learning and is divided into several lobes:
 - **Occipital lobe** – processes vision
 - **Temporal lobes** – processes hearing, speech, and language
 - **Parietal lobe** – processes sensory stimuli
 - **Frontal lobe** – responsible for critical thinking and problem solving
 - **Prefrontal lobe** – allows us to plan and rehearse future actions
 - **Corpus callosum** – connects the right and left hemispheres

Environmental Influences: Early stimulation sets the stage for how children will learn and interact with others throughout life. A child’s experiences, good or bad, influence the wiring of his brain and the connection in his nervous system. Loving interactions with caring adults strongly stimulate a child’s brain, causing synapses to grow and existing connections to get stronger. Connections that are used become permanent. If a child receives little stimulation early on, the synapses will not develop, and the brain will make fewer connections.

During the early years, the brain is referred to as “plastic” and has an amazing ability to adapt and reshape according to environment. “Windows of opportunity” are critical periods in children’s lives when specific types of learning take place. For instance, scientists have determined that the neurons for vision begin sending messages back and forth rapidly at 2 to 4 months of age, peaking in intensity at 8 months. It is no coincidence that babies begin to take notice of the world during this period. Scientists believe that language is acquired most easily during the first ten years of life. During these years, the circuits in children’s brains become wired for how their own language sounds. An infant’s repeated exposure to words clearly helps her brain guild the neural connections that will enable her to learn more words later on. For infants,

individual attention and responsive, sensitive caregiving are critical for later language and intellectual development. During these sensitive periods, learning comes more easily and naturally, though it can still occur at later times.

The rapid pace and broad scope of early brain growth means that the immature brain is a vulnerable organ. Beginning at conception and continuing after birth, healthy brain development is imperiled by exposure to hazardous drugs, such as alcohol, cocaine, and heroin; viruses, like HIV and rubella; and environmental toxins, like lead and mercury. The brain is also vulnerable prenatally and postnatally to poor diets that lack essential nutrients, such as iron and folic acid. Chronic maternal stress during pregnancy and after birth can also threaten healthy brain development because of stress hormones that have a toxic effect on developing brain structures. Recent research on one of the body's "stress-sensitive" systems shows how stressful experiences shape the developing brain. When children are faced with physical or emotional stress or trauma, one of these systems "turns on" by releasing the hormone cortisol. High levels of cortisol can cause brain cells to die and reduce the connections between the cells in certain areas of the brain. Babies with strong, positive emotional bonds to their caregivers show consistently lower levels of cortisol in their brains. While positive experiences can help brighten a child's future, negative experiences can do the opposite. Too much cortisol in the brain can make it hard for children to learn and to think. And they may have trouble acting appropriately in stressful situations. The greatest dangers to the developing brain arise from the combined and cumulative effects of these hazards, such as when children in poverty are malnourished, exposed to hazardous drugs or environmental toxins, or experience head injuries. Enduring harm also arises when early problems are undetected and are allowed to endure uncorrected.

Healthy relationships during the early years help children have healthy relationships throughout life. Deprived of a positive, stimulating environment, a child's brain suffers. Rich experiences, in other words, really do produce rich brains. The irreducible core of the environment during early development is people. Relationships matter. They provide the nurturance that strengthens children's security and well-being, offer the cognitive challenges to exercise young minds, impart many essential catalysts to healthy brain growth, and help young children discover who they are and what they can do. Remarkably, most of the significant ways that caregivers promote healthy development occur quite naturally during the course of sensitive adult-child interaction. For instance, the "parentese" that facilitates early language, the caregiving routines that promote predictability and memory skills, the patient structuring of an activity to make it manageable for a child, and the protective nurturance that manages a baby's emotions show that when sensitive adults do what comes naturally, their behavior is optimally suited to promoting early cognitive, socioemotional, and neurobiological growth. In a sense, just as children's developing brains intrinsically expect that eyes will see light and ears will hear sound because of their development self-organization, so also do children's developing minds and hearts expect adults will talk in special ways to them and that caregivers will nurture them as they mature. Normal human development draws upon natural and unrehearsed features of everyday early experience far more than it requires special educational toys, Mozart CDs, or flashcards.

Appropriate nutrition between the fifth-month of development through two years of age is especially important to healthy brain development. There appears to be a link between breastfeeding and healthy brain development due to the fatty acids, which contribute to the development of myelin that insulates brain cells. Pediatricians recommend that babies be breastfed for a least the first year. Some research studies have shown that breastfeeding can:

- Help build immunity against illness
- Lead to higher IQ scores
- Decrease the chance for allergies

(Decrease The Risk of SIDS and Leukemia. Publication by the Department of Human Services; Oregon Health Division)

Setting the stage for learning: *Oregon's Child: Everyone's Business* is a statewide collaboration of public and private partners working to increase awareness about the importance of healthy brain development during the early years of life. In a pamphlet titled "*Babies are born learning: what they learn is up to you,*" ten simple things are described that a child would want parents and caregivers to do to boost his/her brain power:

- **Warm, Responsive Care:** Talk with me, hug me, attend to my needs. Smile at me and make me feel secure. Routines and rituals are important for my development.
- **Loving Touch:** Cuddle me, cradle me, and hold me close. Let me know that I am loved. Hugs help me learn to trust and handle stress, now and when I am grown.
- **Talk:** My brain is making connections from what I hear you say. So, while we're together -- at home, in the store, in the car -- tell me what you are doing and seeing. Your words help me learn.
- **Safe, Healthy Environment:** Make sure I eat a variety of good foods, have regular checkups, and that my immunizations are current. Provide a safe environment for me to explore. During my first year, put me to sleep on my back.
- **Play:** Play is how I discover the world. Lots of interaction and exploration help my brain form connections that make learning easier. Limit my TV time; watch with me and talk with me to help me understand what I'm seeing.
- **Music:** Sing lullabies and simple rhymes with me. Play music for me. Music forms pathways in my brain that can help me understand math and improve my thinking skills.
- **Read:** Read books with lots of pictures to me. Don't worry if I want the same book read over and over again. Repetition is how I learn. Read to me often and I will learn to love reading forever.
- **Quality Child Care:** Make sure my caregiver loves me and responds to me. Check to see that my surroundings are safe, bright, and happy. Be sure my caregiver is well-trained and understands my developmental needs.
- **Teach Limits with Love:** I learn by seeing and doing but need limits to make me feel safe and secure. Give me limits that teach -- and expect me to test them.
- **Take Care of Yourself:** When you feel tired or upset, it's harder for you to meet my needs. Reach out to friends and family for support, but never hurt or shake me.

DIRECTED ACTIVITIES:

Teacher Preparation:

1. You may want to contact your local Commission on Children and Families Office to obtain a copy of the presentation package, *Early Brain Development Research and Implications*. The notebook contains background information and transparencies to use during this unit. If they do not have the resource they may be able to contact the State Office of the Commission for a copy. You may also want to go online to www.oceb.org for additional information and the possibility of a speaker in your local area.

2. For current information and resources use www.pbs.org/brain.

Supporting Concept A: Brain Anatomy

1. **“Student Neurons”:** Neurons don’t actually touch. There is a tiny space between them, known as the synaptic gap. Electrical signals travel down the axon of one neuron where the signal crosses the gap, facilitated by neurotransmitters, to the dendrite of another neuron.

To create an understanding of how brain growth works and improves with use, ask everyone in the class to stand and become a neuron. Two volunteers start two separate pathways by connecting their axon (arm) with a dendrite (arm) of someone close by. When the sender connects with a receiver they call ‘ZAP’ to indicate the neuron has ‘fired.’ Participants keep sending the message toward the back of the room. Everyone who has been ‘fired’ is to put and keep their arms up. There will be two pathways.

- Point out that the hesitation and confusion is what happens in the brain when a new response is called for and the brain is creating a new pathway. Repeat two more times. Point out how the message route has become faster and more efficient – the pathway is becoming “hard-wired” into the system. Ask people who were not part of a pathway to sit down – they have been pruned! (OCEB Early Brain Development: Research and Implications Curriculum Guide)
 - A similar activity would be to toss a ball of yarn around the room from student to student (the first person with the ball holds on to the end of the yarn), creating a pathway similar to the way information travels through the brain.
2. **“Brain Quiz”:** The brain quiz can be used to introduce some of the basic concepts concerning early brain research. Reproduce the “Brain Quiz” (SM-1) for each student in the class. Allow students time to either complete the True/False quiz independently or with a partner, then, using the teacher’s information provided below, present the research findings and provide time for discussion of each item. (Source: *zerotothree.org*) If you were able to obtain a copy of the presentation package on *Early Brain Development* from your local Office of The Commission on Children and Families you might want to select appropriate transparencies to use with this discussion.

1. *Basic brain connections are laid down before birth.* **True**

- During pregnancy, the basic architecture of the brain is formed. The different parts of the brain are in place (e.g., brain stem, thalamus, and cerebellum). This initial development also provides basic brain functions that help the baby live.
- Although this “hardware” is laid out during pregnancy, the brain is still immature in that the “software,” or the connections between different parts of the brain, are not yet formed.
- To a certain extent, formation of the connections depends on exposure to our environment—through relationships and experiences.
- Unlike the other organs of the newborn, such as the heart which is already functioning as it will throughout the child’s life, the brain is not yet ready to perform all the amazing functions it will eventually be able to do. It goes through a series of developmental stages. It is following birth that experience begins to have a greater effect on brain development than it did during pregnancy (however, certain experiences do influence the developing brain during pregnancy, such as maternal health and stress, intake of drugs and/or alcohol, and quality of maternal nutrition).

2. *Babies are born with the ability to learn all languages in the world.* **True**

- The infant brain is “wired” to seek out and learn language.
- Amazingly, infants are born with the capacity not just to learn language, but to learn all languages. As researcher Patricia Kuhl from the University of

Washington puts it, infants are “citizens of the world.” They are able to perceive the different sounds and patterns of speech of all languages in the world. For example, at birth, Japanese babies can hear the distinction between “r” and “l,” although only the “r” sound exists in Japanese. They can still hear the distinction at 6 months of age, but cannot by 12 months of age.

- Even in the womb, the infant is turning towards the melody of its mother’s voice. The brain is setting up the circuitry needed to understand and reproduce language.
- Babies learn to talk by hearing language and having language directed at them in “conversation.”
- Between 6 and 12 months, babies begin to fine-tune their ability to perceive the speech sounds of their native language as opposed to non-native language.

3. A human baby’s brain has the greatest density of brain cells connections (synapses) by age 3. **True**

- Researchers who have studied the brain of both monkeys and humans have shown that there is a pattern of rapid synapse formation during early development.
- However, this density does not remain throughout life. After these connections are formed, there is a “plateau period” and then a period of pruning, or elimination, where the densities decrease and resemble adult levels.
- In humans this period of elimination begins around early adolescence and continues until at least age 16.
- Different parts of the brain undergo synapse formation, plateau, and elimination at different points in development, depending upon when they mature.

4. Because the brain is making so many connections pre-birth to age 3, the first three years of life are the most critical for brain development. After age 3, the “window of opportunity” closes. **False**

- You’re sitting here learning something right now, aren’t you?!!
- Although brain connector density is at its highest level in the first three years of life, that doesn’t mean that the brain has its greatest brain power at that time. A great deal of learning goes on after the first three years of life.
- However, the first three years are important for laying the groundwork for healthy psychological development. We know that from psychological research, particularly research on parent-child attachment, but not from brain development research. What we know from brain development research right now is that for very specific aspects of brain development, such as the visual system, that critical periods exist and thus a window of opportunity.
- The brain continues to grow and mature well into adolescence; thus, it is virtually impossible to make the general claim that the window of opportunity closes at age three.
- The brain is adaptable and flexible, although the ability to adapt changes with age and situation. In reality, there are many windows of opportunity throughout development. Knowing that the brain is more flexible than previously thought doesn’t mean that it’s easy to change the brain. It’s an incredibly difficult challenge. Much more research is needed before we can make claims or suggestions about how to do that.

5. *Good nutrition is one of the best ways we know to aid healthy brain development.*

True

- It is important that families provide an environment that supports health in both lifestyle and nutrition.
- Good nutrition is important for both the pregnant mother and the infant. Pregnant mothers need appropriate amounts of folic acid and iron, and should avoid nicotine, alcohol, and illicit drugs through their entire pregnancy.
- The developing brain craves iron. Babies need an appropriate amount of iron either via breast milk or formula in the first six months of life and via iron-fortified infant cereals and iron supplementation after that, whether or not their mothers are iron-deficient. Iron deficiency has been clearly linked to cognitive deficits in young children. Iron is critical for maintaining an adequate number of oxygen-carrying red blood cells, which in turn are necessary to fuel brain growth. Bottle fed babies should receive formula that contains iron.
- Breast milk contains all the amino and fatty acids needed for brain development. Some research has shown that babies who are breast-fed as compared to babies who are formula-fed have scores that are significantly higher on IQ tests.
- Children who are malnourished---not just fussy eaters but truly deprived of adequate calories and protein in their diet---between mid-gestation and two years of age do not adequately grow, either physically or mentally. Their brains are smaller than normal and they suffer often lasting behavioral and cognitive deficits, including slower language and fine motor development, lower IQ, and poorer school performance.

6. *Reading to a newborn infant is the best way to help a child learn to read in the future.* **False**

- It is important to recognize that what is most important is providing a language-rich environment for children. Reading is one way, but there are many other ways as well, such as talking, singing, listening to music.
- There are a number of studies that show that when children hear a good deal of "live" language, when they are spoken to often and encouraged to communicate, they are more proficient with language than children who have more limited language exposure. For example, Janellan Huttenlocher, University of Chicago, found that at 20 months of age children of "chatty" moms averaged 131 more words than kids of "non-chatty" moms and by age two the gap had increased to a difference of 295 words. Only live language, not television, produced these vocabulary-boosting effects (Begley, 1997).
- Risley & Hart, in their 1995 book *Meaningful Differences in the Everyday Lives of American Children*, compared the early language environments of children from 7 to 9 months until 3 years, and then correlated language exposure to achievement test scores in 3rd grade. Children who heard the greatest amount of language when they were young had the highest achievement test scores, while children who heard the least amount of language had the lowest achievement scores.

7. *Living in an orphanage as a baby will likely result in negative, long-lasting effects on the brain.* **False**

- Non-responsive, inconsistent care can set children up for cognitive, social, emotional, and physical problems.
- This is a complicated issue; intervention can make a difference.

- Studies of children reared in orphanages in the first few years of life suggest that children's developmental outcomes are better when children are adopted by the time they are 6 months of age (Nelson, 2000c).
- However, there are numerous instances of children who were adopted after the first year of life who experience catch-up growth and developmental improvements.
- Scientists believe that harmful behaviors or neglect in early life can affect the brain, leading to lifelong problems. A healthy and caring environment, however, can create opportunities for the child to develop to his or her full potential.
- High quality caregiving experiences, particularly for young children who experience abuse or neglect, can support the healthy development of the stress system.

8. *There are times when a negative experience or the absence of appropriate stimulation is more likely to have serious and sustained effects on the child.* **True**

- Early exposure to nicotine, alcohol and/or drugs can have devastating effects on the developing brain, particularly during the time during pregnancy when the brain is being formed.
- Critical periods in brain development do exist, although we have a long way to go to understand them. We know that the absence of a reasonable amount of light in the first weeks after birth alters the development of the visual system (e.g., development of binocularity is not possible), and that the complete absence of hearing language or receipt of extremely poor care (such as in an orphanage) will likely result in developmental deficits, but we still have much to learn about the persistence of these effects and the ability of the brain to overcome them.
- In general, although some critical periods do exist, the concept of sensitive periods better explains early development. Sensitive periods are times in development when certain kinds of experiences are essential for healthy development, when the absence of some kind of stimulus results in development going awry, or off-course. Compared to critical periods, sensitive periods are generally longer and suggest that there is more flexibility in the timing of input or experience to the brain and the brain's ability to learn and develop over time.

9. *The large majority of what we've learned about the brain comes from research conducted on animals rather than on humans.* **True**

- The bulk of cognitive neuroscience research has been conducted on animals, such as rats and monkeys. These animal models provide us with hypotheses about how things might work in the human brain, but they are not perfect analogs. So, what we learn about animals may be meaningful but still needs to be documented on humans.
- This also means that we need to be careful about the extent to which the claims about brain research can be legitimately made about human brain development.
- Currently, a great deal of knowledge is being generated about both animal and human brain function. The core, basic knowledge on how brains develop and function is being compiled. However, as the picture is not yet complete, it is difficult at this time to use correct research to inform prevention or intervention in relation to problems in the brain.

10. *Brain research has been misunderstood and misapplied to many contexts.* **True**

- Many are concerned about the potential misuse of the brain research to marginalize oppressed populations, particularly children of color or children living in poverty. For example, the size of the brain and how the brain works has been used to rationalize oppression in the past.
 - Recommendations for certain kinds of parenting practices have been offered with the notion that they are based on brain development research, when in fact, they are based in psychological and educational research. They may be fine recommendations, but they aren't based on knowledge from early brain development.
 - It is important that accurate information be communicated to parents and child care providers, in making public policy, in prevention and intervention; and in providing opportunity for all children including ethnic minorities or children living in poverty.
3. **"Vocabulary":** Reproduce the glossary of terms (SM-2) related to brain development. Have students individually review the terms. You may want to give them several days to study the terms. Using SM-3 and SM-4, terms and definitions separated and cut apart, have students work in pairs to match the correct definition with each term without the use of their vocabulary list. In preparation for this activity reproduce enough copies so each student pair has a set of terms and definitions. Direct the students to spread the terms and definitions out on the table in front of them and, working together, match the terms with the definitions. Then have students refer to the vocabulary list to determine if they matched them correctly or lead a class discussion on the matching exercise.

Supporting Concept B: Influences on Brain Development

4. **"Poster Activity":** Using the *Babies are Born Learning* pamphlet found online at Oregon's Children: Everyone's Business, have students either individually or in pairs take one of the items under the section "Help your child's brain develop," create a poster to illustrate that item, and illustrate how it build's brain power. Have supplies available such as magazines, poster paper, pens, paints, etc. for the students to use in the activity. The goal is to educate others about promoting brain development. Have students share with the class and post their work.
5. Using "Babies Are Born Learning Scenarios" (SM-5) have students evaluate the effectiveness of each practice in promoting brain development. Discuss their responses using the information provided on the answer sheet.

RESOURCES:

Brisbane, H. (2004). *The Developing Child*. New York, NY: Glencoe.

Oregon's Children: Everyone's Business. *Early Brain Development Research and Implications: Presentation Package*. Salem, OR: Oregon Commission on Children and Families (2003).

Hart, Betty, and Risley, Todd R. (1995). *Meaningful Differences in the Everyday Lives of American Children*. Baltimore, MD: Brooke Publishing Co, Inc.

I Am Your Child, video series and educational booklets (www.parentsaction.org/store)

Small Wonders: Early Brain Development (video) (1998). National Center for Family Literacy (www.familit.org)

Shore, R. (1997) *Rethinking the Brain: New Insights into Early Development*. Families and Work Institute.

"The Secret Life of the Brain", www.pbs.org/brain.

University of Maine Cooperative Extension Service, "*Family Issues Facts*", Bulletin #4356 (www.umext.maine.edu/onlinepubs/htmpubs/4356.htm)

BRAIN QUIZ

This brain quiz was created to introduce some of the basic concepts concerning early brain research in a way that challenges you to think critically about what you have heard and know about brain development. Identify each statement with a **T** for True or **F** for False.

- ____ 1. Basic brain connections are laid down before birth.
- ____ 2. Babies are born with the ability to learn all languages in the world.
- ____ 3. A human baby's brain has the greatest density of brain cells connectors (synapses) by age 3.
- ____ 4. Because the brain is making so many connections pre-birth to age 3, the first three years of life are the most critical for brain development. After age 3, the "window of opportunity" closes.
- ____ 5. Good nutrition is one of the best ways we know to aid healthy brain development.
- ____ 6. Reading to a newborn infant is the best way to help a child learn to read in the future.
- ____ 7. Living in an orphanage as a baby will likely result in negative, long-lasting effects on the brain.
- ____ 8. There are times when a negative experience or the absence of appropriate stimulation is more likely to have serious and sustained effects on the child.
- ____ 9. The large majority of what we've learned about the brain comes from research conducted on animals rather than on humans.
- ____ 10. Brain research has been misunderstood and misapplied in many contexts.

GLOSSARY

1. Axon: A slender fiber along which impulses travel, branching out from the cell body to the dendrites of other neurons. Most neurons have only one axon. Takes information away from the cell.

2. Brainstem: The central core of the brain. Concerned with survival. Controls basic automatic functions to keep us alive – like blood pressure, heart rate, breathing, and body temperature. Connects the brain with the spinal cord and nervous system in the rest of our body.

3. Cell Body: The part of the neuron where information is received and stored; contains the nucleus.

4. Cerebellum: Part of the brain in the lower back of the head. Concerned with maintaining the body's equilibrium. Controls automatic movements (e.g., blinking) and integrates balance and muscular coordination. Recent studies indicate it also plays an important role in cognitive functions.

5. Cerebral Cortex (Cortex): The thin, furrowed, neuron-rich, outermost layer of the cerebrum ("cortex" means "bark"). Controls higher mental functions such as reason, logic, planning, and thinking. The most recent part of the brain to have evolved.

6. Cerebrum: The large, rounded structure of the brain that includes the cortex. Controls and integrates motor, sensory, and higher mental functions; including thought, reason, emotion, memory. Divided into two hemispheres, left and right, which are joined by the corpus callosum.

7. Dendrites: The short, branching extensions of a nerve cell that receive stimuli from other cells' axons. One of three parts that make up the neuron. (The other parts are the cell body and the axon.)

8. Frontal Lobe: Area of the cerebral cortex in the brain responsible for critical thinking, problem solving. It has a role in controlling movement and associating functions of other critical areas.

9. Hippocampus: Area of the brain in the limbic system important for organizing memories.

10. Hypothalamus: A part of the limbic system that is regarded as the body's main thermostat; it coordinates basic metabolism and related functions and the alternation between sympathetic and parasympathetic arousal.

11. Left-brained: A figure of speech that refers to the more linear and logical processes associated with the left cerebral hemisphere. Acknowledging the left brain means paying attention to one's need for logic and reason.

12. Myelin Sheath: The fatty substance coating that insulates the neural fiber. The thicker it is, the more efficient the neural transmission. Also, provides substance to the brain. Poor nutrition can prevent normal myelin development.

13. Neuron: A nerve cell, one of the impulse-conducting cells that make up the brain, spinal cord, and nerves. Its major parts are the nucleus, axon, and dendrites. Humans are born with more than 100 billion neurons, most of which are yet to be connected to one another.

14. Occipital Lobe: Area of the cerebral cortex that processes vision (matures early).

15. Parietal Lobe: One of the areas of the cerebral cortex in the brain; primarily processes sensory stimuli.

16. Pituitary Gland: A "master" gland attached to the base of the brain that regulates the release of many hormones.

17. Prefrontal Lobe: Area of the cerebral cortex in the brain that allows us to plan and rehearse future actions; connects to limbic system to regulate emotions.

18. Pruning: The selective elimination of synapses during brain development.

19. Right-brained: A figure of speech that refers to the more creative and holistic processes associated with the right cerebral hemisphere.

20. Synapse: The connection formed between one neuron and another, where an axon terminal of one hooks up with a dendrite receptor of another forming a tiny gap through which message impulses travel. Considered a basic unit of learning.

21. Temporal Lobe: Area of cerebral cortex that processes hearing, speech, and language development.

22. Thalamus: The brain's "relay station." Receives input from the body's sensory, motor, and other systems, and relays it to appropriate regions of the cerebral cortex.

Axon

Brainstem

Cell Body

Cerebellum

Cerebral Cortex (Cortex)

Cerebrum

Dendrites

Frontal Lobe

Hippocampus

Hypothalamus

Left-brained

Myelin Sheath

Neuron

Occipital Lobe

Parietal Lobe

Pituitary Gland

Prefrontal Lobe

Pruning

Right-brained

Synapse

Temporal Lobe

Thalamus

A slender fiber along which impulses travel, branching out from the cell body to the dendrites of other neurons. Most neurons have only one axon. Takes information away from the cell.

The central core of the brain. Concerned with survival. Controls basic automatic functions to keep us alive – like blood pressure, heart rate, breathing, and body temperature. Connects the brain with the spinal cord and nervous system in the rest of our body.

The part of the neuron where information is received and stored; contains the nucleus.

Part of the brain in the lower back of the head. Concerned with maintaining the body's equilibrium. Controls automatic movements (e.g., blinking) and integrates balance and muscular coordination. Recent studies indicate it also plays an important role in cognitive functions.

The thin, furrowed, neuron-rich, outermost layer of the cerebrum ("cortex" means "bark"). Controls higher mental functions such as reason, logic, planning, and thinking. The most recent part of the brain to have evolved.

The large, rounded structure of the brain that includes the cortex. Controls and integrates motor, sensory, and higher mental functions; including thought, reason, emotion, memory. Divided into two hemispheres, left and right, which are joined by the corpus callosum.

The short, branching extensions of a nerve cell that receive stimuli from other cells' axons. One of three parts that make up the neuron. (The other parts are the cell body and the axon.)

Area of the cerebral cortex in the brain responsible for critical thinking, problem solving. It has a role in controlling movement and associating functions of other critical areas.

Area of the brain in the limbic system important for organizing memories.

A part of the limbic system that is regarded as the body's main thermostat; it coordinates basic metabolism and related functions and the alternation between sympathetic and parasympathetic arousal.

A figure of speech that refers to the more linear and logical processes associated with the left cerebral hemisphere. Acknowledging the left brain means paying attention to one's need for logic and reason.

The fatty substance coating that insulates the neural fiber. The thicker it is, the more efficient the neural transmission. Also, provides substance to the brain. Poor nutrition can prevent normal myelin development.

A nerve cell, one of the impulse-conducting cells that make up the brain, spinal cord, and nerves. Its major parts are the nucleus, axon, and dendrites. Humans are born with more than 100 billion neurons, most of which are yet to be connected to one another.

Area of the cerebral cortex that processes vision (matures early).

One of the areas of the cerebral cortex in the brain; primarily processes sensory stimuli.

A "master" gland attached to the base of the brain that regulates the release of many hormones.

Area of the cerebral cortex in the brain that allows us to plan and rehearse future actions; connects to limbic system to regulate emotions.

The selective elimination of synapses during brain development.

A figure of speech that refers to the more creative and holistic processes associated with the right cerebral hemisphere.

The connection formed between one neuron and another, where an axon terminal of one hooks up with a dendrite receptor of another forming a tiny gap through which message impulses travel. Considered a basic unit of learning.

Area of cerebral cortex that processes hearing, speech, and language development.

The brain's "relay station." Receives input from the body's sensory, motor, and other systems, and relays it to appropriate regions of the cerebral cortex.

Babies Are Born Learning Scenarios

Directions: For each of the following brain development scenarios, decide if the practice is GOOD or POOR. Be prepared defend your choice using the Ten Steps to help boost babies brain power.

- _____ 1. Tania is very excited to have her baby watch the education video she received as a baby shower gift.
- _____ 2. David spends time reading to his newborn baby. He likes to read one of his childhood favorites to the baby every day.
- _____ 3. As Kate diapers her baby, she talks to her, telling her what is about to happen.
- _____ 4. Amy believes she has selected a quality child care center for her children even though the center staff pays attention to her but not her child each morning.
- _____ 5. When his baby cries, Alfonso quickly responds to see what the baby needs.
- _____ 6. Even though their baby was born prematurely, Jenny visits the hospital every day, touching and rocking her baby.
- _____ 7. Maria sings lullabies to her baby before putting her down to sleep. She also sings rhyming songs to baby during the day.
- _____ 8. Megan and Bruce got very little sleep last night because the baby was so fussy. They finally get the baby settled down and decide to clean the house.
- _____ 9. Suzie slaps her son's hand when he tries to grab her friend's cell phone. Suzie lets him play with her cell phone.
- _____ 10. Jana is crawling and is beginning to open cupboards in the kitchen, so her Dad installs safety latches to keep her away from possible hazards in the kitchen.

Babies Are Born Learning Scenarios Answers

1. Poor – Play

Limit TV watching time; watch with your child and talk to them about what they are seeing. Play is how children discover the world. Lots of interaction and exploration help the brain form connections that make learning easier.

2. Good – Read

Read books with lots of pictures to start with. Don't worry about whether you read the same book over and over again. Children learn through repetition. Read to children often and they will learn to love reading forever.

3. Good – Talk

A child's brain is making connections from what is said to them. While you are with your child explain what you are doing and seeing. Your words help children learn.

4. Poor – Quality Child Care

In a quality center the caregiver will love, enjoy and respond to the child. The center will be safe, bright, and happy. The caregivers will be well-trained and understand developmental milestones.

5. Good – Warm Responsive Care

Responding quickly with a smile makes babies feel secure. Routines and rituals are important for babies development.

6. Good – Loving Touch

Cuddle, cradle, and hold babies to let them know that they are loved. Hugs help me learn to trust and handle stress, now and when I'm grown.

7. Good – Music

Play music for children because it forms pathways in the brain that can help them understand math and improve their thinking skills.

8. Poor – Take Care of Yourself

When parents feel tired or upset, it's harder to meet a child needs. Reach out to friends and family for support, but never hurt or shake a child.

9. Poor – Teach Limits with Love

Children learn by seeing and doing but need limits to make them feel safe and secure. Give them limits that teach – and expect them to test them!

10. Good – Safe, Healthy Environment

Provide a safe environment for children to explore. Make sure that children are provided good nutrition, have regular checkups and have immunizations. During the first year, put babies to sleep on their back.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING CONCERN:

Understanding Development

RELATED CONCERN:

Aspects of Human Development

DESIRED RESULTS FOR STUDENTS:

Students will understand how knowledge of all aspects of child development and the inter-relatedness of the various domains will enhance the well being of children and the care they receive.

LEARNER OUTCOMES:

1. Identify practical applications of developmental principles and domains, in the appropriate treatment of young children.
2. Understand that development is inter-related: something that affects one domain will likely affect other domains as well.
3. Investigate critical issues that affect the physical development of young children and understand what to expect in terms of "normal" development.
4. Examine ways to promote optimal cognitive development in young children.
5. Understand the lifelong process of acquiring social-emotional development and how families, schools, and communities can work together in the best interests of young children's affective development.

SUPPORTING CONCEPTS:

- A. Developmental Principles and Domains
- B. Inter-relatedness of Domains
- C. Physical Domain
- D. Cognitive Domain
- E. Affective Domain (Social-emotional)

BACKGROUND INFORMATION:

Parenthood Education curriculum has always included aspects of development; indeed, it is the focus of most high school child development textbooks. It is crucial, however, that our students are able to answer the question, "Why do I have to learn this stuff?" As educators, we know that with a good, working knowledge of development, adults and caregivers treat children more appropriately and anticipate behaviors. When parents understand what to expect with the development of their children and treat them according to that knowledge, it leads to positive relationships within the family. Additionally, children's development is enhanced and quality of life improves. It's a never-ending cycle that gets its roots in a firm foundation of the knowledge of how a child develops.

A developmental principle is an established relationship between two or more factors. A theory, to which we refer often, is a set of inter-related concepts or integrated statements of principles which are used to make predictions or explain phenomena. Three general principles of development are:

- a. Development is a relatively orderly progression.
- b. Development is a gradual process, taking place over time.
- c. There is variability between individuals, as people progress at their own rates of development.

An understanding of these three principles can enhance a student's ability to think critically about why children might develop and behave as they do, treating them more appropriately as a result.

Three primary developmental domains are:

1. Physical (biological)
2. Cognitive (mental and intellectual)
3. Affective (social-emotional, intra- and interpersonal)

Development typically involves:

- Interaction within and across domains
- Physiological and socio-cultural influences
- Stable traits
- Dynamic states

Developmental processes are complex and functions rarely occur in isolation. Domains and their components overlap and are integrated in the whole child.

Because of the great detail that is part of each of the developmental domains, this related concern in the Parenthood Education Curriculum Guide is intended to introduce the issue of understanding development in order to have a working knowledge as our students interact effectively with children. It is critical to have a current, valid child developmental textbook in the course to supplement the information and activities here, as well as access to current, research-based media and readings for students.

DIRECTED ACTIVITIES:

Supporting Concept A: Developmental Principles and Domains

1. **"Development vs. Growth":** Ask students to consider the differences and similarities between the terms "growth" and "development." Development refers to the qualitative aspects of growth and is impacted greatly by the way we treat and work with children. Like growth, there are predictable patterns of development, and research over the years continues to help us understand how we as humans develop.
 - A. Have students create a visual or a poem that demonstrates their understanding of the terms "growth" and "development."
 - B. Provide students with the following characteristics of development (Brisbane, 2004):
 1. Development is similar for everyone. Children go through the same stages in about the same order.

2. Development builds on earlier learning. It follows a step-by-step sequence, where a child builds on those skills mastered earlier. Before learning to run, a child must learn to walk.
 3. Development proceeds at an individual rate. Although all children follow a similar pattern of development, each child is unique.
 4. The different areas of development are inter-related. Changes in many areas are taking place at the same time. A child may be learning to speak in full sentences at the same time she/he is learning to tie shoelaces.
 5. Development is continuous throughout life. Rates change, but development is a lifelong process. Your grandparents are continuing to develop, although in different ways than you are right now.
- C. Divide students into five groups, and have each group be responsible for one of the above characteristics, paraphrasing it for the rest of the class. Each group should identify one way that adults can enhance that characteristic and one obstacle from the environment/people that might hinder that characteristic. Groups can present this information verbally, graphically or through an active demonstration.
2. **“Heredity vs. Environment”**: Have students consider the factors that influence development: hereditary and environmental. Ask students to personalize this by tracing one of their hands on a blank sheet of paper. On each finger, they should place a label of anything they can think of that they have inherited from a parent (eye color, hair color, skin color, height, etc.) Once they have done this, have them go back and circle any of the labels that can be altered by the environment (for instance, can eye color be changed through contact lenses?). Are there hereditary influences that can't be changed? Discuss how heredity and environment are closely linked in human development and how, with continued research, we can affect many of our genetically-linked traits through environmental efforts. Use care in leading this discussion, to include the many points of view that may be represented by students in today's diverse classrooms.
 3. **“Developmental Domains”**: Explain and draw on the board the three intersecting circles that illustrate the different developmental domains: physical (biological), cognitive (mental and intellectual), and affective (social-emotional). Divide students into three groups and give each group a different color of post-it notes from a pad. Each group should list as many aspects of their assigned domain as they can think of in five minutes; each on a separate note. For example, physical might include health, motor skills, nutrition; cognitive might include communication, memory, and problem solving; affective could suggest temperament, motivation, and attention span. Have them place their notes in the circle of the appropriate domain, as drawn earlier on the board. The class will return to this activity for further work in the next section, below.

Supporting Concept B: Inter-relatedness of Domains

4. **“Whole Child”**: Have each group from Activity #3, above, decide which of the aspects they assigned to their domain that they think are related to at least one of the other domains. For example, does communication, in the cognitive circle, also fit into the affective circle? Is it ever a part of the physical domain? One of the members from each group, after consulting with their team, should move their post-it note words from their original placement in the assigned domain, to the center where the three circles intersect (Venn diagram), in an area that the teacher has identified as “whole child.” Students discover in doing so that most, if not all, of the aspects they identified as being domain-specific, are indeed inter-related. Choose one person from each of the groups to report on a specific example of their own physical, cognitive, or affective development that is clearly inter-related (for example,

earning an “A” on a project might represent cognition, but could also result in increased self-esteem, in the affective domain.

For the next class session, ask students to bring an object to class that represents the inter-relatedness of their own development. It might be a photograph, an old report card, a piece of sports equipment, etc. During the next class session, have students share their objects with others in their original domain-assigned group.

5. **“Raising Cain”:** Using the DVD or video “Raising Cain,” have students view the chapters on early childhood issues with boys in our society. What are some examples of the inter-relatedness of the domains that are shown in the film? (For example, when the preschool boy wants to tell a story that includes death, which of the domains comes into play? What areas of development are enhanced through the Japanese system of older peers helping younger ones?)

TEACHER PREPARATION:

Use your child development textbook as an important resource in this area of development.

Supporting Concept C: Physical (biological) Domain

6. **“Brainstorm”:** Have the class brainstorm issues that are of concern to them when they think about the physical development of children.
 - Why are those issues important to them? Are there issues of physical development that are especially important to the families in their community? (For example, are families concerned about obesity rates in children/lack of places to exercise, etc?)
 - Have students browse through the physical development chapter(s) in their textbook. What other issues does the author of the book bring to light?
7. **“Milestones in Physical Development”:** Using charts and other graphic illustrations, present information to students on the continuum of physical development in young children, emphasizing fine and large motor skills. Resources in textbooks are often excellent in this area. Have students create a timeline with another student to illustrate milestones in physical development.
8. **“Baby Simulator Doll”:** If available at your school, have students work with baby simulator dolls to illustrate approximate size and characteristics of infants. As students use the dolls with instruction, they begin to understand related care concepts, such as supporting an infant’s neck, etc. Resources to assist in demonstrating physical care of infants are available from the manufacturer.
9. **“Guest Panel”:** Using community resources, ask a panel of parents, caregivers, medical professionals, etc. to speak with the class about the nutritional needs of young children and how to best meet those needs.

Have students prepared to ask questions and take notes on:

- The ideal foods at different stages of early childhood.
- Breast vs. bottle feeding for infants.
- The nutrition/eating habits of young children in the community.

- Resources available to parents and caregivers in the community to help them provide nutritious food for the children in their care.
10. **"Five a Day":** Using the most current resources from the U.S. Department of Agriculture and the Center for Disease Control, have pairs of students develop a weekly feeding plan/menu for children that emphasizes the "5 a Day" concept of ensuring five fruits and vegetables each day. Bring in some samples for students to try of fruits and vegetables served in attractive and appetizing forms for young children. Have groups of students create bookmarks for parents, which are lists of healthy fruits, vegetables, protein sources, and complex carbohydrates, to be used as a shopping list.
11. **"Toy Selection":** Have students each bring a toy to class for the purpose of discussing aids to physical development. Have a collection in your classroom that can supplement what is brought from homes.
- Have students consider what benefits to physical development might be derived from each toy.
 - What toys are available to children that might actually be an obstacle to large or fine motor skills?
 - If your school has an onsite child development center, have students walk through the areas designated for large motor skills. If there is none at your school arrange to visit a nearby elementary or child care facility. What amounts of space and kinds of equipment are best for helping children develop their large motor skills?

Supporting Concept D: Cognitive (Mental, Intellectual) Domain

11. **"Brain Function":** Introduce the workings of the human brain by guiding students through the short activities in the exercise, "Revealing the Workings, the Wonder of the Human Brain," found in chapter 1 of the Sourcebook for Brain Science (2006) found at www.Dana.org (Dana Corporation). At the end of the activity, which takes about 10 minutes, students will have engaged many parts of their brain, almost without realizing it.
12. **"The Secret Life of the Brain":** Show clips from the video series, "The Secret Life of the Brain," available through Public Broadcasting Services. Of particular use is the first 15 minutes of the first tape on "The Baby's Brain" which illustrates growth of neurons and dendrites, and explains how a baby's brain develops, and how cognitive functions appear and are affected by both nature and nurture.
13. **"Cognitive Development Activities":** Introduce students, through your textbook or other resources (many online ones are available) to the work that Piaget and Vygotsky have done on cognitive development. If possible, invite parents and kindergarten children to help illustrate the following concepts of these theorists to the students. (You may wish to have your students do these activities first, and then compare their responses to those of the young children, to compare and contrast cognitive growth stages):
- Seriation:* Use 5 to 10 sticks or strips of paper that vary in length from 1 to 10 inches. Begin by asking the children to place 3 sticks in order, then 5 sticks, and add 2 more sticks until the child is unable to perform the task. Be sure to mix up the sticks each time and record the child's responses.
 - Conservation of number:* Use 12 coins of the same denomination (all pennies or dimes). Place 6 coins in one row about a half inch apart, and place the other 6 coins below the first row. Ask children if the number of coins in each row is the same or different, and then ask, "How do you know?" Next, spread out the coins

in the first row so that each coin is several inches from the others. Ask the children again if the number of coins in each row is the same or different. Ask again, "how do you know?" and record their responses.

- c. *Multiple Classification*: Cut out geometric shapes (triangles, squares, and circles) from red, blue, and yellow construction paper (three colors per shape). Ask the children to sort the cutouts that go together into different piles. Record how the children sort the cutouts. Now, ask the children if there is another way the cutouts can be sorted and record how they do on the second sort.
- d. *Scaffolding*: Observe two or three small groups of children working on a common task. Record the way in which the children help one another to perform the task. After completing their observations, have students answer the following questions:
 1. Did you see evidence of the children directing, monitoring, or assisting one another?
 2. How did the children negotiate roles? Did one child assume responsibility for leading the activity?
 3. Did you see evidence of scaffolding by the children or the teacher? If so, describe some examples of this scaffolding.
 4. How did this activity help you to understand Vygotsky's concept of the zone of proximal development?

14. "Sensori-motor/Pre-operational Stages of Early Childhood": Assist students in understanding the growth of cognition according to Piaget's theory, during the sensori-motor and pre-operational stages of early childhood. Focus on the acquisition of goal-directed behavior and object permanence in the sensori-motor stage. Demonstrate these concepts or enlist the help of several students to demonstrate these. For the pre-operational stage, focus on the emergence of representational thinking (symbolic) as well as deferred imitation (the ability to repeat a simple sequence of actions or sounds several hours or days after they were originally produced.) Have students consider how the acquisition of these aspects of cognitive development assist in future learning. What might contribute to situations where these stages were not met? What might be the long term consequences of hindering these stages?

15. "Fantasy Play": If students are or will be working with preschool aged children in your preschool or onsite Child Development Center, address the value of fantasy play as it relates to the acquisition of cognitive skills.

- What props are important for children as they engage in fantasy play?
- Why is this type of play not always valued by adults?

Several resources to assist with this include the work of Dorothy and Jerome Singer; "Imagination and Play in the Electronic Age" (2005) and Vivian Paley's "The Child's Work: The Importance of Fantasy Play" (2004). At this time, showing clips from the DVD "Raising Cain" again can be helpful to illustrate the importance of fantasy play in the lives of boys and the understanding that superhero play is not connected to violent behavior in later development.

16. "Group Activity": In pairs, have students create a brochure or write a letter to parents, identifying ways to enhance cognitive development during the sensori-motor and pre-operational stages of early childhood.

Supporting Concept E: Affective Domain (social-emotional, intra- and interpersonal)

17. “Erik Erikson’s Developmental Stages”: Using Erik Erikson’s developmental stages (“Eight Stages of Man”) introduce students to the stages of social-emotional development as found in *Childhood and Society*. Focus on those stages that apply to the age groups of children they are working with and studying. Resources could include a textbook, the original source, and web based sources. Divide students into small groups of 2 to 3 each to develop a graphic organizer on one of Erikson’s first five stages (birth through adolescence) to help their classmates better understand that stage. Use the following guidelines for their work:

- Name of stage, and ages when children are expected to be in that stage.
- Developmental tasks that need to be accomplished during that stage, in order for the child to progress to the next one.
- Ways that parents/caregivers/families/communities can contribute to a child achieving the tasks of that stage.
- Obstacles in the environment or in ways children are treated that will hinder the acquisition of those developmental tasks

As groups present their information to the class use the following questions for discussion:

- What aspects of the school’s on-site child development center contribute to the tasks of developing trust, autonomy, initiative, industry, and identity development?
- What does your high school do to encourage the development of identity in its student body?
- What support comes from your community for each of the tasks?

18. “Children’s Books”: Using a collection of children’s books, with themes that address emotions, have students identify the particular emotional issue (shyness, friends, sharing, fears, etc.) that are in the book or story. Students should evaluate the story according to what they know about these stages of affective growth in children. Is this a story that will enhance that aspect of development? Why or why not?

As an extension, have students write their own developmentally appropriate short stories for preschoolers, to assist with social-emotional development.

19. “Observation”: Using the observation form (SM-1), have each student select one or two children from the Child Development Center to observe and complete the assignment.

Remind students to avoid labeling children as a result of the observations but considering their findings think about ways to increase bonding between the child and their teachers.

- What children seem to need additional help in developing the social-emotional skills that are appropriate for their age?
- What can teachers/adults/parents do to encourage appropriate bids for attention and responses by children?
- How might attention to this aspect of a child’s development assist them with other types of development in the future?

20. “Gender/Cultural Differences”: Using clips from the video, “Raising Cain,” have students observe several situations that describe differences in gender expectations and expressions of emotion, as well as cultural differences (both sections on young boys illustrate this well).

With development, children become better interpreters of other’s emotions and better able to use this information in regulating their own behavior. They also become better able to

express and understand the self-conscious behaviors of shame, embarrassment, guilt, envy, and jealousy. Gender and cultural expectations can influence what emotions are expressed and how they are expressed.

Discuss how the child development setting in your school promotes developmentally appropriate emotional well being that is gender and cultural sensitive.

RESOURCES:

Books:

Brisbane, H.E. (2004) *The Developing Child*. New York: Glencoe Publishing

Meece, J. L. (2007) *Child and Adolescent Development for Educators*. New York: McGraw Hill Publishing

Other Resources:

Thompson, Michael, Ph.D., (2006) *Raising Cain*. Powderhouse Productions, in association with Oregon Public Broadcasting.

Center for Disease Control and Prevention: www.cdc.gov

United States Department of Agriculture: www.usda.gov

Realityworks, Inc. (2007) "Baby Think it Over" Infant Simulators. www.realityworks.com

Oregon Public Broadcasting. (2001) "The Secret Life of the Brain" OPB store, www.opb.org

Dana Foundation. (2005) "Revealing the Workings, the Wonder of the Human Brain" www.Dana.org

OBSERVATION

Name and age of child observed: _____

Record the behavior of the child you are observing whenever he/she initiates an interaction with the teacher or receives comment or direction from the teacher. Use the following categories to characterize behavior and the affective tone of the response. Describe in detail at least five interactions, responses, and tone of response.

Ways of Getting Attention (initiated by the child)

Touch:	Touches shoulder, clothing
Name:	Calls name
Talks:	Makes a statement (i.e. "I had eggs for breakfast")
Position:	Places object or self near a person (too near to be ignored)
Requests:	Asks for help or assistance or attention
Demands:	Demands attention loudly and assertively
Disrupts:	Behaves in a manner to disrupt ongoing activity
Other:	For example, raises hand

Responses to the Attention Observed

Immediate:	Responds within a few seconds
Delay:	Responds later (estimate time)
Ignores:	Does not respond

Affective Tone of Response

Positive:	Response characterized by warmth and respect (e.g. smiles)
Neutral:	Response appears neither positive or negative
Negative:	Response characterized by negative tone (e.g. anger, crying, aloofness, or disrespect)

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Developing a Sense of Self in Parents and Children

RELATED CONCERN:

Interactive Relations between Parents and Children

DESIRED RESULTS:

Students will understand how behaviors and interactions between children and parents affect development.

LEARNER OUTCOMES: Students will:

1. Understand how socialization is an interactive process.
2. Examine the characteristic traits which are considered to be appropriate by society.
3. Investigate factors influencing the relations between children and parents.
4. Examine alternative approaches for assisting parents towards healthy development of their children.
5. Analyze the consequences of different styles of behavior and interactions of parents on children's development.

SUPPORTING CONCEPTS:

- A. The Socialization Process
- B. Factors Affecting Parent-Child Relationships
 1. Birth Order
 2. Gender-Role (sex-role) Identity
 3. Temperament
 4. Attachment

BACKGROUND INFORMATION:

Socialization is the teaching process through which the beliefs, attitudes and behavioral expectations of a culture are transmitted to its children. Socialization involves learning the values, attitudes, knowledge, and skills deemed appropriate by society.

Socialization begins in infancy when babies first respond to their parents or other people by consistent and predictable ways that indicate recognition. An example of this would be when a 3-4 month old smiles in response to the parent interacting with him or her. This interaction is seen as a social dance between parent and child; interactions are occurring back and forth. Children socialize parents just as parents socialize children. In other words, each participant affects one another and there is mutual stimulation and reinforcement.

Erickson calls this concept "developmental interaction" and states that it conveys the notion that:

1. The parent-child relationship is neither one-sided nor a casual relationship.

2. Interaction throughout the child-rearing years between parents and children affects the healthy development of each (Bigner, 2006).

While parent-child relationships are mutually regulated by the parents and child, in infancy much of the relationship is driven by the parent. As the child gains self-control and self-regulation, the interactions are initiated by both on a more equal basis.

The parent-child relationship is affected by many factors that interplay continuously. Bigner (2006) categorized these into predisposing factors and situational factors.

Predisposing factors are variables that have an influence on parenting or child behavior before interaction takes place or they give rise to the inclination and/or tendencies to behave in a certain manner before the interaction. Examples of predisposing factors include:

- Social/class/backgrounds/values/belief systems
- Current fads in childrearing philosophies and techniques
- Peer pressure to conform to similar childrearing philosophies
- Past experience with children
- Goals of childrearing
- Expectations of appropriate behavior (child and adult) and standards of conduct
- Model presented by one's own parents
- Individual personality patterns
- Age and sex of parent and child
- Current developmental levels of parent and child
- Birth order of child

Situational factors also contribute to how parents and children react to one another. Situational factors are the variables that relate to current circumstances surrounding the interaction of parents and children. They may arise from either the internal or external environments of either individual. Situational factors include:

- Preceding events of the day
- Time of the day when interactions occur
- Time pressures and constraints
- Physical or health status
- Hormone and blood sugar levels
- Restrictions on interactions caused by:
 - a. Physical setting (public versus private)
 - b. Presence of observers
 - c. Family size
 - d. Living space (adequate versus restricted)
 - e. Level of family income (adequate versus inadequate)
- Access to parent by child (limited versus complete)

Socially Acceptable Behavior: Learning to behave in a socially acceptable way is part of the socialization process. Parents and other adults will teach children about the traditions of society. Within each society there will be different cultural expectations depending upon the family's values and background. Culture is revealed through music, art, clothing, and cooking, as well as how we treat each other in our work and play.

We pass on the value of acceptable behavior within a culture by modeling it in three main ways:

- Through example: Adults show children how to behave by how they treat those children and others.

- Through talking: Adults use words to help children learn to respect differences as well as how to act in socially acceptable ways.
- Through spiritual training: Adults instill the development of moral behavior in children, helping them to deal effectively with the moral dilemmas of life.

Transmitting values is hard work—the work of sustaining a civilization. Moral intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in a right and honorable way. The process of gradually learning to base one's behavior on a personal set of values and beliefs of right and wrong begins early in life and is the process of moral development. Parents have the primary responsibility of helping their children develop a moral sense that will guide their behavior.

As toddlers, children begin to learn the rules their parents and other caregivers set. At this age, though, they can't understand the reasons behind the rules or the difference between right and wrong. They just know that some actions, such as hitting another person, make the adults unhappy with them. They learn to avoid such behavior because they don't want to lose love and approval. They also can become confused when an adult is demonstrating the kinds of behavior, such as hitting, that caused unhappiness when they did it.

Between the ages of five and seven children gradually develop the beginning of conscience, that inner sense of right and wrong that leads people to behave in acceptable ways and causes them to feel guilt when behaving in an unacceptable manner. The rules learned in early childhood form the basis of the conscience in the early school years. Adults can assist the developmental process by using these guidelines:

- Consider the child's age and abilities
- Consistently set a good example
- Remember that learning self-discipline and acceptable behavior is a lifelong task.
- Talk about mistakes in private to avoid humiliating the child.
- Continue to show unconditional love despite misbehaviors.

It is critical to remember that the American population changes greatly over time. The typical student or citizen can no longer be defined as being of white, European descent. The non-European population is growing rapidly, each bringing its own aspects of culture, traditions and behavior. These groups are not homogenous and within each group cultural variations exist.

Birth Order: One of the predisposing factors that influences the social development of children and is examined further during this unit is birth order in the family. Psychologists feel that the influence on birth order not only affects a person's self-concept and personality development, but the relationship with family and peers. Parents, perhaps unconsciously, react toward children and treat them differently according to their order of birth. No one's character of personality is fixed by the position in the family, but there appears to be undeniable patterns. Birth order is only one of the several potential influences on personality. Gender, health, parental attitudes, religion, social and economic status, and other factors also play a part (Solimini, 2004).

The oldest child often carries more responsibilities and has greater expectations from parents. "Almost all firstborns start out as only children. And whether it's for a few years or a lifetime, having their parent's undivided attention can be both a blessing and a curse for them" (Mlyniec, 2004). Some traits of an oldest child include: self-assured, goal-oriented, perfectionist, bossy, nurturing and determined. Anything a first-born child does is a big deal, simply because it's a first for his or her family.

The middle children are very competitive and often seek attention by being adventurous, rebellious, or disruptive. Middle born children often find it sometimes hard to get along with adults and may have a tendency toward getting depressed. They are generally cheerful, easy going, relaxed, realistic, and diplomatic and may feel inferior or overlooked. A negative about this position is that middle-born children often feel in competition with older siblings.

The youngest child in the family is often described as easygoing, adventurous, crowd-pleasing, dependent and self-centered. Those last born in a family tend to be “babied” by other siblings and parents. This may cause them to be more dependent and less mature. The baby of the family is adored and indulged yet they are seldom a parent’s central focus (Mlyniec, 2004). To gain the spotlight, they may attempt to entertain others by comedic relief or other means.

“Only” children are usually more mature, well organized, have higher self esteem, are self-confident and often do well in school. The upside only children develop is self assurance and determination. The downside is being the sole focus, which can lead to unrealistically high expectations. Only children tend to be comfortable around adults. It is important for parents to arrange play dates with other children to help their only children socialize with peers their own age.

The above characteristics can vary because of the sex of siblings, the number of children in the family, and attitudes of parents. The effects of birth order seem to be reduced with larger age gaps between children.

Gender-Role Identity: Another factor which influences the social development of children is how they interact with their parents in the process of developing their gender-role (sex-role) identity. That is, males are supposed to be “masculine” and females are supposed to be “feminine.” According to research, gender role is established at birth. Most parents perceive boy and girl babies differently. Even looking around at stores most baby clothes can either be found in blue for boys, or pink for girls. Baby girls are often described as cute, adorable, and are often held more by parents. Baby boys are described as strong, active, are energetic, and treated more roughly. Gender-role identity is learned first from interacting with parents. Children tend to imitate others who resemble themselves more closely.

Around three years of age, when children begin realizing there are physical differences between boys and girls, they begin to learn gender roles, the behaviors that are expected of girls and boys (Herr, 2004). As children move through childhood and into adolescence, they are exposed to many factors which influence their attitudes and behaviors regarding gender roles. These attitudes and behaviors are generally learned first in the home and are then reinforced by the child's peers, school experience, and television viewing. However, the strongest influence on gender role development seems to occur within the family setting, with parents passing on, both overtly and covertly, to their children their own beliefs about gender (Witt, 1997). With the proper role models, they learn to treat members of the opposite sex with respect.

A child's beginning sense of self, or self concept, is a result of the multitude of ideas, attitudes, behaviors, and beliefs that he or she is exposed to. The information that surrounds the child and which the child internalizes comes to the child within the family arena through parent-child interactions, role modeling, reinforcement for desired behaviors, and parental approval or disapproval (Santrock, 1994). As children move into the larger world of friends and school, many of their ideas and beliefs are reinforced by those around them. A further reinforcement of acceptable and appropriate behavior is shown to children through the media, in particular, television. Through all these socialization agents, children learn gender stereotyped behavior. As children develop, these gender stereotypes become firmly entrenched beliefs and thus, are a part of the child's self concept.

Parents encourage their sons and daughters to participate in sex-typed activities, including doll playing and engaging in housekeeping activities for girls and playing with trucks and engaging in sports activities for boys (Eccles, Jacobs, & Harold, 1990). Children's toy preferences have been found to be significantly related to parental sex-typing (Etaugh & Liss, 1992; Henshaw, Kelly, & Gratton, 1992; Paretti & Sydney, 1984).

Temperament: Just as every child has individual physical features---voice, smile, hair, the arch of an eyebrow—each has a different temperament, style of behavior or way of responding to people, objects, events, and other stimuli. Temperament should not be confused with personality. It is but one part of personality, which encompasses more dimensions, such as talent, intelligence, emotion, and sense of humor, as well as temperament. Temperament is the stylistic part of personality; it is the distinguishing flavor, style, or characteristic that makes one's personality unique. Temperament refers to the distinct, yet normal, behavioral patterns that we bring to various situations. It affects how we experience and respond to a multitude of environments (Carey, 1998).

Recent research has shown that temperament is largely inborn. Every baby comes equipped with a unique temperament. For each child, that temperament is normal. About half of a child's temperament is inherited; the other half comes from a variety of physical and psychological factors in the child and in the environment. These factors include conditions during the mother's pregnancy; such as her nutrition, drug use, or general health; the child's physical health after birth, such as nutrition, medical complications as a newborn, abnormalities of the central nervous system, and exposure to toxins; and psychological influences of the family and other environments.

Temperament and its influence on both child and parent has been widely misunderstood. Many parents think that temperament can be molded with discipline, structure, rewards, and in some cases medication. They are trying to rewire the child's circuitry. If parents do not understand the inborn nature of temperament, or if they read their child's temperament incorrectly, they work against the child's natural behavioral style. All children need discipline and structure along with demonstrated affection and occasional rewards. These parenting tools are most effective when they are used in concert with the normal predisposition and behavioral styles of children, that is, with their temperament.

Temperament traits are never completely fixed, and they are never completely changeable either. Although parents cannot change their child's basic temperament, they can alter the way they respond to and manage it. The quality of a relationship depends, to a large extent, on the "goodness of fit" between parent and child (Chess, 1990). How compatible are their temperaments? "Goodness of fit" refers to how well the parent or caregiver adapts his or her expectations and behavior to the child's temperament, abilities and other characteristics. Each child is unique, and each relationship between a child and a parent is unique. An understanding of temperamental differences can help everyone to work more responsively and effectively with individual children. Dealing with temperament is dealing with individual differences.

It is important to understand temperament for several reasons:

- Temperament profoundly affects the relationship between parent and child.
 - Temperament may affect a child's physical health, development, and behavior.
 - Temperament influences adults' functioning, both as parents and as individuals.
- (Carey, 1998)

Attachment: Early parent-child relationships mediate and influence a child's development in profound and dramatic ways. Attachment theory can be used to understand the dynamic

interaction of the parent-child relationship and its power to affect healthy development in all areas – physical, social, emotional, intellectual, and moral. Mary Ainsworth, who has extensively researched the mother-child relationship, defines attachment as “an affectional tie that one person or animal forms between himself and another specific one – a tie that binds them together in space and endures over time” (Atwood, p.1).

Attachment can be described as a built-in chain of reciprocal responses between a primary caregiver (which may or may not be the biological parent) and a child in reaction to each other. It is much like a dance with both primary caregiver and child the dance partners. The baby pouts, cries, smiles, makes eye contact, follows, holds onto, sits with the parent. In response, the primary caregiver takes care of the child’s needs – to get something specific (food, diaper, toy), to be close (cuddling), to get attention (talking, singing, touching). At a very basic level, these behaviors insure survival of the individual and species.

The brain of the infant is molded by the environment. Biology provides the building blocks of development, while environment is the architect. “Mothers are biologically primed to become the infant’s ‘environment’...hormones released at birth promote intense alertness in the infant, which allows her to respond to her mother’s initial touches and emotional overtures. Right after delivery a corresponding release of hormones in the mother creates feelings of well-being and openness to bonding with the infant. The infant’s first suckling at the breast stimulates the mother’s secretion of oxytocin, a hormone associated with caring and social interaction” (Davies, p.43).

Developmental psychologists regard the formation of a secure attachment with a primary caregiver during the first year of life as the most important developmental task of infancy. Erik Erickson identifies this first developmental task “trust vs. mistrust” stressing that attachment is essential to the development of trust, security, and later autonomy.

Bonding and attachment are terms that are often used interchangeably. However, the stages of infancy and toddlerhood are more accurately portrayed by distinguishing bonding from attachment. Bonding is the basic link of trust between infant and caregiver, usually the mother. Successful bonding results in an infant acquiring a basic trust in others as responsive, in the world as a benign place, and in self as able to communicate needs. As an infant approaches toddlerhood, she begins to encounter parental limits for the first time. This initiates a second bonding cycle and as a result of this cycle a child develops trust in adult authority and limits. These two bonding cycles form the foundation out of which attachment grows. While bonding is about trust, attachment is about affection. Attachment can be defined as a person-specific relationship that is dominated by affectionate interchanges.

“According to attachment theory, children develop expectations of self and others based on their early experiences with primary caregivers. Children’s self-images are formed in large part according to how acceptable they feel in the eyes of their attachment figures. Children with sensitive, responsive caregivers come to perceive themselves as accepted and valued, whereas children with unresponsive caregivers come to perceive themselves as unacceptable and unworthy of attention...Children with insecure attachments learn that their needs will not be met; the world is neither predictable or supportive...The capacity to care about another person, to imagine and understand how others think and feel, begins in these first early relationships. The experience of forming strong early connections with a caring adult lays the foundation for the capacity to form meaningful relationships with others, including peers and adult love relationships” (Greenspan & Benderly).

Factors that interfere with secure attachment need to be addressed for the well-being of individual children and society. Attachment is vital not only to life itself but also to the quality of that life.

TEACHER PREPARATION:

1. Reflect on your childhood and instances when your parents taught you “socially acceptable” ways to behave. What were some of the methods of discipline or communication they used to get you to cooperate? Did you feel guilty if you didn’t live up to their expectations? What techniques have you used with children in order to guide them to appropriate behavior?
2. Have the students in your class reflect on their childhood and recall how their parents instilled acceptable behavior in them, bringing out both negative and positive feelings.
3. Use current textbook and/or on-line resources for additional background material in this area. Students may do individual research on-line for the topics in this chapter.

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: The Socialization Process

1. **“Define Socialization”:** On an index card have students write their definition of “socialization.” Have students exchange their cards with three or four other students to discuss and compare their definitions. As a class, make a composite list of statements gathered by each one. (*Awareness of Context*)
2. **“Observing Social Situations”:** Using the observation form (SM-1) have students observe young children with their parents. This could be in a park, in their neighborhood, in the mall, grocery store, or at home. Explain to students that an observation states only the facts as seen. If your students have not done observations before, provide some guidelines on the basics of doing a proper observation. Set a due date for the observation and explain that it will be used for a class discussion. Students should turn in the observation with the paragraph they have written.

Class discussion: In small groups have students create case studies of these observations.

- What are some other ways these situations could have been handled?
 - How do you think the child would have responded to each alternative approach?
 - What do you think are the best possible ways to handle each situation?
(*Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results*)
3. **“Acceptable Behavior”:** Divide the class into small groups and provide each group with newsprint or butcher paper and pens. Have them list as many traits of socially acceptable behavior as they can think of (politeness, consideration, loyalty, honesty, etc.).

Discuss the following questions:

- What does it mean to have socially acceptable behavior?
- What affects how children learn socially acceptable behavior?
- Why is socially acceptable behavior important to society?
- What are some ways parents can help children develop positive social characteristics?

Beside each acceptable trait on their list have them list contrasting traits which describe unacceptable behavior (i.e., politeness---rudeness). How do these unacceptable traits affect:

- Peer relationships?
- Family relationships?
- Society?

(Desired Results, Alternative Approaches, Consequences of Action)

Supporting Concept B: Factors Affecting Parent-Child Relationships

4. **"Birth Order Inventory":** Reproduce copies of the "Birth Order Personality Inventory" (SM-2) for everyone in the class. Allow students time to complete the inventory during class. Discuss the results and have students think about the differences and similarities between their actual birth order and their psychological birth order based on the results of the birth order personality inventory.
5. **"Birth Order Group Activity":** Focusing on birth order as one of the predisposing factors that affect the way parents and children interact instruct students to move to one of four places in the room that has been marked as "first," "middle," "last," "only." Let students know that they should go to the group that they feel indicates their birth order position in their family. Provide each group with large sheets of paper and pens and ask them to generate a list of 5-7 positive and negative things about being in that birth order. Have small groups share with the class.

Discuss the following questions:

- How many students think these characteristics "paint" a true picture of them?
- How many think they do not fit into the characteristics given?
- What are some reasons for not fitting that pattern? (Age differences of siblings, number of children in family, age of parents, parenting philosophies of parents, blended families, etc.)

Individual assignment: Assign students to write a one-page paper on "How my position in my family has affected my development." Have them analyze how they think their parents, consciously or unconsciously, have contributed to the development of the traits they have acquired at this point in their lives.

(Awareness of Context)

6. **"On-line Research":** Have students choose a partner, or assign partners, and instruct each partnership to use the computer lab to do research on birth order. Have the groups develop lists of traits they have identified from their research for first born child, middle child, youngest child and only children. Discuss the traits as a class.
7. **"Gender Gifts":** Have students divide a sheet of paper into three columns. In the first column, list three gifts they might buy for a baby before the baby was born. In the second column list gifts they would buy if they knew the baby was a boy. In the third column list gifts they would buy if they knew the baby was a girl. Compare the lists with other classmates. Have students discuss the following questions:
 - Why did they put the gifts in the column they did?
 - Are there any items that are the same in all three lists? If so, what does that tell you about gender-role bias?

- What are some societal problems which have occurred because of gender-role bias and/or stereotyping?
- Is this true of all cultures?
(*Awareness of Context*)

8. **"William's Doll":** Read the children's book, *Williams Doll*, to the class. Use the following questions for discussion:

- How many of you agree with the father in the story?
- How many agree with the grandmother?
- Why do you think the boys in the story felt the way they did about William playing with dolls?
- Have you had similar experiences?
- Is it important for a child to develop sex appropriate gender-roles? Why or why not?
(*Alternative Approaches, Consequences of Action, Desired Results*)

9. **"TV Family Sitcoms":** Reproduce copies of "Television Families" (SM-3) for each student. Give the students the assignment of watching a program that is considered a family sitcom. Provide a timeline for the assignment and a due date. Use the assignment to discuss the effects of television on our attitudes regarding family roles and gender identity.
(*Awareness of Context*)

10. **"Temperament of Infants and Toddlers":** Write the following quote by Stella Chess, M.D., on the whiteboard:

"Right from the start babies are different. Each has his or her own way of showing feelings and responding to the world around him or her."

Ask the class what they have observed from adults and/or children when they get angry? How do they let us know? What have you observed from adults or children when they are pleased? How do they let us know?

That is temperament! Provide an overview of temperament using "Temperaments of Infants and Toddlers" (SM-4).

Using "Nine Temperament Traits of Infants and Toddlers" (SM-5), divide the class into nine small groups and provide them with the materials to develop a poster illustrating one of the nine traits. Have each group present their poster to the class, discussing that trait, and then post them in the classroom.

(*Awareness of Context*)

11. **"Understanding Your Temperament":** Using "Your Temperament Assessment Scale" (SM-6) have students individually complete the scale. After completing this scale give each student a copy of the "Chart of Temperament Traits" (SM-7), and have them plot their temperament assessment rating in one color of ink or pencil on the chart.

With a different color ink or pencil have them assess the temperament of someone close to them with whom they sometimes have difficulty getting along. Analyze the differences and similarities that may cause difficulties in the relationship.

Using the "Temperament Assessment Scale for Children" (SM-8), have them assess the temperament of a child they know, a relative, a child they baby-sit, etc. Have them plot that assessment on their "Chart of Temperament Traits." Analyze the difference or similarities that may make working with that child easier or more difficult.

- Discuss how they could care for this child in a more effective and supportive way. Refer to the nine temperament traits.
- Explain that there are some important points to remember about working with children of different temperaments, which are discussed on the handout, "Important Points to Remember about Temperaments" (SM-8). Ask students to choose one point of particular interest to explain in their own words and with their own examples. Allow two minutes for them to choose and think about their points. Have one student speak about each point. (*Awareness of Context*)

12. "Danny": Introduce the topic of attachment by having students read the case study of Danny from the book, *HIGH RISK: CHILDREN WITHOUT A CONSCIENCE*, by Dr. Ken Magid and Carole A. McKelvey (1990), pages 51-59. Have students respond individually to the following:

- Something I thought was interesting was
- Something I never thought about was.....
- I am concerned
- One question I have is

Discuss their reactions.

Ask students the following, "How is the problem of unattached children a very serious threat to society?" (TM-1) Summarize the key ideas using "High Risk Children" (TM-2). (*Awareness of Context, Consequences of Action*)

13. "Video; Infancy: Early Relationships": Have the class view the video (The Developing Child, Magna Systems, Inc.). They are to take notes on the essentials of caregiving and the concept of "Mutuality." Discuss with the class.

Summarize the key ideas by discussing the transparency, "The ABCs of Attachment" (TM-3). (*Awareness of Context, Consequences of Action, Desired Results*)

RESOURCES:

Arless, L. P. (1991). *Gender Communication*. Englewood Cliffs, NJ: Prentice-Hall.

Bigner, J.J. (2006). *Parent-Child Relations: An Introduction to Parenting*. Seventh Edition. New York: Macmillian.

Carey, William B. (1998). *Understanding Your Child's Temperament*. New York: Macmillian.

Chess, S. (1990) *Temperaments of Infants and Toddlers*. Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization. Page 4.

Davies, C. (2004) *Child Development: A Practitioner's Guide*. New York: Guilford Press.

Eccles, J. S., Jacobs, J. E., & Harold, R. D. (1990). *Gender Role Stereotypes, Expectancy Effects, and Parents' Socialization of Gender Differences*. Journal of Social Issues, 46, 186-201.

Etaugh, C. & Liss, M. B. (1992). *Home, School, and Playroom: Training Grounds for Adult Gender Roles*. Sex Roles, 26, 129-147.

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- Henshaw, A., Kelly, J., & Gratton, C. (1992). *Skipping's for Girls: Children's Perceptions of Gender Roles and Gender Preferences*. *Educational Research*, 34, 229-235.
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- Richards, M. H., Gitelson, I. B., Peterson, A. C., & Hartig, A. L. (1991). *Adolescent Personality in Girls and Boys: The Role of Mothers and Fathers*. *Psychology of Women Quarterly*, 15, 65-81.
- Santrock, J. (1994). *Child Development*, 6th Ed. Madison: Brown & Benchmark.
- Solimini, C. *Oldest, Middle or In-Between*. Family Circle: July 2004: 30-32.
- Trainer's Manual, Module I: *Social-Emotional Growth and Socialization*. Far West Laboratory for Educational Research and Development; in collaboration with the California Department of Education.
- Thorne, B. (1993). *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
- Thomas, M. (1974). *William's Doll*.
- Witt, S.D. (1997). *Parental Influence on Children's Socialization to Gender Roles*." *Adolescence*, Vol. 32.

Videos:

Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers. (1998) Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA. 95812-0271. (May be available from your local Child Care Resource and Referral Agency.)

Observing Social Situations

Observer: _____ Date: _____

Child's Name and Age: _____

Setting: _____

Start Time: _____ End Time: _____

You will need to find a place that you can observe young children interacting with their parents (examples: park, shopping center, grocery store). The observation needs to last between 10 and 15 minutes. It is important that while observing you only write down the facts of what you see. Do not write your own personal opinions or ideas on what is going on.

Incident: (FACTS only—no opinions)

Interpretation:

1. What kinds of social experiences were happening?
2. In what ways were the parents interacting with the child?
3. How was the child acting? How was the parent acting and reacting to the child?

After observing, write a paragraph on whether you think that the parents and children were interacting in a positive way or a negative way? Why? You may use your own judgments and personal opinions while answering this question.

Birth Order Personality Inventory Identifying Your Psychological Birth Order

There are five personalities according to birth order. Your personality may or may not correspond to your actual place in the family. The following inventory allows you to determine your psychological birth order personality.

Instructions: Choose the answer which most nearly fits of the four options given. When finished, enter your scores on the form at the end of the inventory. Do the calculations to identify your psychological birth order.

1 = never, 2 = sometimes, 3 = often, 4 = always

1. Do you have to organize before you can do something? ____
2. Do you want to impress others? ____
3. Do you try to avoid feeling inadequate? ____
4. Do you feel life was unfair as a child? ____
5. Do you like difficult challenges? ____
6. Do you make "to do" lists? ____
7. Do you say "I don't know"? ____
8. Do you pay attention to details? ____
9. Do you avoid doing things that scare you? ____
10. Do you distrust people? ____
11. Do you operate from a schedule in your mind? ____
12. Are you careful to not offend others? ____
13. Do you suppress feelings? ____
14. Do you try to act like nothing bothers you? ____
15. Do you try to prove how mature you are? ____
16. Do you think with your feelings? ____
17. Do you rehearse what you will say? ____
18. Do you look for what is wrong with things? ____
19. Is it important for you to be strong? ____
20. Do you feel like you are not wanted? ____
21. Do you feel bad when others feel bad? ____
22. Do you feel guilty? ____
23. Do you say "I would appreciate it if you would . . ."? ____
24. Do you relate well to victims? ____
25. Do you resent being asked for favors? ____

26. Do you interrupt when others are talking? ____
27. Do you rehash past encounters? ____
28. Do you say "That's not necessary"? ____
29. Do you jump to conclusions? ____
30. Do you try to avoid being trapped? ____
31. Do you worry about family and friends? ____
32. Do you think people should get what they deserve? ____
33. Do you like giving constructive criticism? ____
34. Do you compare things? ____
35. Do you feel left out? ____
36. Do you wish for time at home alone? ____
37. Do you try to impress other people rather than just doing your own things? ____
38. Do you focus on details when there is no need to do so? ____
39. Are you afraid people can put you down whenever they want? ____
40. Do you hate being blamed? ____
41. Do you dislike being interrupted? ____
42. Are you nice to people rather than honest? ____
43. Do you dislike deadlines? ____
44. Do you say "no problem!"? ____
45. Do you feel no one understands you? ____
46. Do you feel you can't do what you want? ____
47. Do you have trouble expressing love? ____
48. Are you overwhelmed by emotion? ____
49. Do you like to help others? ____
50. Do you analyze things from all sides? ____
51. Are you afraid of appearing spoiled? ____
52. Is it difficult for you to accept love? ____
53. Do you prefer projects to goals? ____
54. Do you feel hurt when your idea is rejected? ____
55. Do you try to avoid answering questions for fear of being trapped? ____
56. Do you feel weighted down? ____
57. Do you fear people will be hard on you? ____
58. Do you give praise indirectly? ____
59. Do you keep busy to keep from being bored? ____

- 60. Do you feel like no one listens? ____
- 61. Do you do small projects first? ____
- 62. Do you feel compelled to agree? ____
- 63. Do you feel like nothing is good enough? ____
- 64. Do you get angry when told to do things? ____
- 65. Do you try to control your anger? ____
- 66. Do you get upset when people come over without telling you? ____
- 67. Do you hunt for what you want? ____
- 68. Does it make you angry when someone accuses you of being nasty? ____
- 69. Do you share your ideas with others because you want to please them? ____
- 70. Do you hate laziness? ____
- 71. Does life feel like all work and no play? ____
- 72. Do you compromise? ____
- 73. Are you a peacemaker? ____
- 74. Do you hate being cornered? ____
- 75. Do you get angry when others do nothing? ____

Coding Instructions: Enter the number from each answer:

A	B	C	D	E
1:	2:	3:	4:	5:
6:	7:	8:	9:	10:
11:	12:	13:	14:	15:
16:	17:	18:	19:	20:
21:	22:	23:	24:	25:
26:	27:	28:	29:	30:
31:	32:	33:	34:	35:
36:	37:	38:	39:	40:
41:	42:	43:	44:	45:
46:	47:	48:	49:	50:
51:	52:	53:	54:	55:
56:	57:	58:	59:	60:
61:	62:	63:	64:	65:
66:	67:	68:	69:	70:
71:	72:	73:	74:	75:

Totals:

A: ____ Only Child

B: ____ First Born (Oldest)

C: ____ Second Born (Middle)

D: ____ Third Born (Middle)

E: ____ Fourth Born (Youngest)

Your highest score indicates your psychological birth order. Your next highest two scores indicate secondary birth order characteristics.

Television Families

Name of Program Watched: _____

Time of Day for Program: _____

Describe the plot for the program:

Analyze the program using the following questions:

1. Did the men and women play traditional roles in the show? Describe why you think these roles are traditional or not.
2. Who was the dominate person in the family?
3. Was anyone playing a non-traditional role?
4. Do you think the family you saw was realistic? Why or why not?
5. Do you think young children and teenagers use these characters as role models?
6. What are some consequences if they do?

Temperaments of Infants and Toddlers

Right from the start, babies are different. Each has a unique style of showing feelings and responding to the world. These differences, clearly visible in the first few months of life, are expressed in many ways. They can be uncovered by the parent or caregiver who pays attention to:

- How active the infant is in body movements
- How regular or irregular she or he is sleeping, feeding, and having bowel movements.
- How easily the infant accepts a new food, person, or place
- How long it takes the infant to adjust to a change in schedule or surroundings
- Whether the infant's mood is mainly cheerful, neutral, or fussy
- How sensitive she or he is to loud noises, bright lights, rough clothing, a wet or soiled diaper
- How intensely the infant expresses her or his feeling and reactions
- Whether or not the infant can be easily distracted from an activity in which she or he is engrossed in
- How long the infant persists in attending to any single activity

Such traits make up a child's individual temperament. Being alert to these temperamental differences and understanding how they require different caregiving approaches are crucial to nurturing children's healthy emotional growth.

NINE TEMPERAMENT TRAITS OF INFANTS AND TODDLERS

1. **Activity Level:** Amount of movement and bodily activity.

High Activity

The child who is highly active prefers games and play with a lot of movement, kicks and splashes in the bath, likes to run around, gets restless and distressed if made to sit quietly in one spot for long periods of time. Give a child with this level of activity opportunities for active play. If the group is engaged in some quiet activity, let this type of child move around from time to time.

Low Activity

The child with low activity prefers quiet games and can sit calmly looking at picture books or coloring for long periods of time. Because this child moves slowly, she or he is sometimes teased as a slowpoke. You should expect that it will take a child with this level of activity extra time to get things done, such as dressing or moving from one place to another.

2. **Biological Rhythms:** Regularity or irregularity of such functions as sleep-wake cycle, hunger, and bowel elimination.

Regularity

The regular child sleeps through the night, takes a regular nap, eats about the same amount from day to day, and has a bowel movement about the same time each day. This child presents no problem with feeding or sleeping schedules and is usually easily toilet trained.

Irregularity

In contrast to the regular child, this one varies in sleep habits and hunger patterns, and she or he may wake up several times at night. The irregular child's big meal may be lunch one day and dinner the next, and their bowel movements are unpredictable. You should accept this child's irregular nap and feeding schedules. The child can be trained to sleep through the night if not picked up every time she or he cries. Toilet training will usually take longer and may not succeed until the child learns to be consciously aware of the internal sensation that signals a bowel movement.

3. **Approach/Withdrawal:** How the child responds to a new situation or other stimulus.

Approach

The approacher responds positively to a new food by swallowing it, reaches for a new toy, smiles at strangers, and when first joining a playgroup, plunges right in. Such a child presents few problems to the parent or caregiver, except when this responsiveness is combined with a high level of activity. The approacher may run impulsively to climb a new high rock or jungle gym that she or he cannot really manage or try to explore a potentially dangerous object.

Withdrawal

Typically cautious about exploring new objects, the withdrawer is likely to push away a new toy or to spit out new food the first few times. Around strangers or when first taken to a new place, this child may fuss or cry and strain to get away. You should be patient with these initial negative reactions. Pressuring the child to make an immediate positive adjustment only increases their discomfort and makes it harder for the child to accept new people and things. Instead, small repeated exposure to the unfamiliar lets the child gradually overcome their early reluctance.

4. **Adaptability:** How quickly or slowly the child adapts to a change in routine or overcomes an initial negative response.

High Adaptability

The quickly adaptive child adjusts easily to the family's move to a new home or a visit to a strange place. This child accepts new food that was first rejected after only a few trials, and this child is agreeable to changes in mealtimes and sleeping schedules. Such a child does not usually present problems to a caregiver. Occasionally, the youngster may give in too early to unreasonable requests for change, such as a playmate changing the rules in the middle of a game. The quickly adaptive child may benefit by encouragement to "stick to your guns."

Low Adaptability

By contrast, the slowly adaptive child takes a long time to adapt to change or to accept something new she or he originally rejected. Such a child is sometimes misjudged as stubborn or willfully uncooperative. A more accurate term would be cautious. Your approach should be the same as for the withdrawing child – being patient, giving the child a number of exposures to the change, and encouraging the child when she or he begins to show signs of adjusting. Pressure to make such a child adapt very quickly will only boomerang and have the opposite effect.

5. **Quality of Mood:** The amount of pleasant, cheerful, and openly friendly behavior (positive mood) as contrasted with fussing, crying, and openly showing unfriendliness (negative mood).

Positive Mood

Smiling and laughing often, the child whose mood is positive is easily pleased and shows it openly. Fussing and crying are infrequent. This positive mood usually causes positive responses in adults, who find it easy to care for such children.

Negative Mood

The child whose mood is negative tends to fuss or complain a lot, even at trivial discomforts, and cry before going to sleep. The child may show little or no open expression of pleasure, even at games or other events that please, but rather will have a deadpan expression. You should be sure to spot such a child. While not ignoring the child's fussing or complaining, respond cheerfully to her or him. You may find to your surprise that, although the child gives no outward evidence of pleasure at some special event, such as an expedition to the zoo, the child will later report it to her or his parents or friends as an exciting, happy event.

6. **Intensity of Reactions:** The energy level of mood expression, whether it is positive or negative.

Low Intensity

The low intensity child expresses both pleasure and discomfort in a low-key way. If happy, this child may smile or say quietly that she or he is pleased; if upset, the child may whine a little or fuss but not loudly. It is easy to misjudge and miss what is going on inside the child if you take the mild reactions as evidence that she or he is not really displeased or upset. Remember that mild expressions may mask strong emotions. Pay careful attention to such expressions, and take seriously the feeling behind them.

High Intensity

By contrast, the high-intensity child expresses her or his feelings with great intensity. When happy, this child bubbles and light; when upset, she or he cries loudly and may even have a tantrum. In this case, you have an opposite task, to evaluate objectively whether the issue is important or trivial and not be guided only by the intense reactions of the child.

- 7. Sensitivity Threshold:** How sensitive the child is to potentially irritating stimuli.

Low Threshold

The child with a low threshold may be easily upset by loud noises, bright lights, a wet or soiled diaper, or sudden changes in temperature. This child may not be able to tolerate tight socks or clothing with rough textures. You should be aware of and attend to those reactions but not try to change them.

High Threshold

The child with a high threshold is not bothered by the same kind of stimuli as the child with a low threshold. You should check regularly to see if the infant has a wet or soiled diaper to avoid diaper rash. Otherwise, this child may be content to suffer the diaper irritation because the child's high threshold keeps her or him from feeling irritated and uncomfortable.

- 8. Distractibility:** How easily the child can be distracted from an activity like feeding or playing by some unexpected stimulus – the ringing of a telephone or someone entering the room.

High Distractibility

The highly distractible child may start and look up at the sound of a door closing softly. As one parent put it, half the solid food feeding went into the child's ear because she constantly turned her head at small noises or glimpses of movement. In the early childhood period, the tendency can be an asset to the caregiver. The child who is fussing at being dressed or is poking at an electric outlet can be easily distracted by showing her or him a toy or other attractive object. In older childhood, however, when persistent concentration on a task like homework is welcomed; high distractibility may not be such a desirable trait.

Low Distractibility

The child who is not easily distracted tends to stick to an activity despite other noises, conversations, and people around her or him. This is desirable at certain times, such as feeding or dressing, when the child's full attention makes her or him cooperative. But low distractibility creates a problem if the child is intent on trying to reach a hot stove and will not be easily diverted; the child may have to be removed from the situation.

- 9. Persistence/Attention Span:** Two closely related traits, with persistence referring to how long a child will stay with a difficult activity without giving up, and attention span referring to how long the child will concentrate before her or his interest shifts.

High Persistence

The highly persistent child with a long attention span will continue to be absorbed in what she or he is doing for long periods of time. In the early childhood years, the highly persistent child is often easy to manage because once absorbed in an activity, the child does not demand your attention. However, the child may get upset and even have a tantrum if she or he is forced to quit in the middle of an activity, for example, bedtime, mealtime, or departure time. In such cases, you should warn the child in advance if time is limited, or you may decide to prevent the child from starting an activity that will have to be ended abruptly. The highly persistent child may also keep badgering to get something she or he wants, even after a firm refusal.

Low Persistence

The child with low persistence and a short attention span will not stick with a task that is difficult or requires a long period of concentration. If the bead does not go on the string right away, or if the peg does not slip into the hole after a few pokes, the child will give up and move onto something else. This child presents few caregiving problems in the early stages of childhood. Later, however, a short attention span and lack of persistence make learning at school and home difficult.

YOUR TEMPERAMENT ASSESSMENT SCALE

By answering the following questions for yourself, you can increase your understanding of your own temperament.

1. **Activity Level:** How much do you need to move around during the day? Can you sit through a long class without wiggling?

Active	1	3	5	Quiet
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2. **Regularity:** How regular are you in your eating, sleeping, and elimination habits?

Regular	1	3	5	Irregular
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3. **Adaptability:** How quickly do you adapt to a change in schedule or routine, a new place or food?

Adapt Quickly	1	3	5	Slow to Adapt
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4. **Approach/Withdrawal:** How do you react the first time to new people, places, activities or tools?

Initial approach	1	3	5	Initial Withdrawal
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5. **Physical Sensitivity:** How aware are you of slight differences in noise level, temperature or touch?

Not Sensitive	1	3	5	Very Sensitive
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6. **Intensity of Reaction:** How strong are your reactions?

High Intensity	1	3	5	Mild Reaction
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7. **Distractibility:** Are you easily distracted?

Very Distractible	1	3	5	Not Distractible
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8. **Positive or Negative Mood:** How much of the time do you show pleasant, joyful behavior compared with unpleasant or grouchy moods?

Positive Mood	1	3	5	Negative Mood
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9. **Persistence:** How long will you continue with a difficult task?

Long Attention Span	1	3	5	Short Attention Span
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CHART OF TEMPERAMENT TRAITS									
5	Low Activity	Irregularity	Slow To Adapt	Withdraws	High Sensitivity	Mild Reaction	Low Distractibility	Negative Mood	Low Persistence
4									
3									
2									
1									
	High Activity	Regularity	Adapts Quickly	Approaches	Low Sensitivity	High Intensity	High Distractibility	Positive Mood	High Persistence
	Activity Level	Biological Rhythms	Adaptability	Approach/ Withdraw	Sensitivity	Intensity Of Reaction	Distractibility	Quality Mood	Persistence

The Program for Infant/Toddler Caregivers

The Temperament Assessment Scale for Children

By answering the following questions for a child you can increase your understanding of individual temperaments.

1. **Activity Level:** How much does the child wiggle and move around when being read to, sitting at a table, or playing alone?

Active	1	3	5	Quiet
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2. **Regularity:** Is the child regular about eating, sleeping times, amount of sleep needed, and bowel movements?

Regular	1	3	5	Irregular
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3. **Adaptability:** How quickly does the child adapt to changes in schedule or routine? How quickly does the child adapt to new foods or places?

Adapt Quickly	1	3	5	Slow to adapt
---------------	---	---	---	---------------

4. **Approach/Withdrawal:** How does the child usually react the first time to new people, new foods, new toys, and new activities?

Initial Approach	1	3	5	Initial Withdrawal
------------------	---	---	---	--------------------

5. **Physical Sensitivity:** How aware is the child of slight noises, slight differences in temperature, differences in taste, and differences in clothing?

Not Sensitive	1	3	5	Very Sensitive
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6. **Intensity of Reaction:** How strong or violent are the child's reactions? Does the child laugh and cry energetically, or do they just smile and fuss mildly?

High Intensity	1	3	5	Mild Reaction
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7. **Distractibility:** Is the child easily distracted, or does she or he ignore distractions? Will the child continue to work or play when other noises or children are present?

Very Distractible	1	3	5	Not Distractible
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8. **Positive or Negative Mood:** How much of the time does the child show pleasant, joyful behavior compared with unpleasant crying and fussing behavior?

Positive Mood	1	3	5	Negative Mood
---------------	---	---	---	---------------

9. **Persistence:** How long does the child continue with one activity? Does the child usually continue if it is difficult?

Long Attention Span	1	3	5	Short Attention Span
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IMPORTANT POINTS TO REMEMBER ABOUT TEMPERAMENTS

- 1. Differences in temperament, even at the extremes, are differences in the normal range of behavior.** The key is to understand how a particular trait influences the child's behavior and to find the best way of handling it.
- 2. A feisty or fearful child can be helped to learn to handle potentially distressing situations gradually,** by a supportive caregiver or parent who understands and accepts the child's temperament issues. Protecting children from these difficult situations denies them valuable opportunities to master social expectations and develop confidence and self worth.
- 3. Do not blame the child or the parents** for a child's troublesome temperament trait. The child is not being deliberately troublesome, nor does the child have that temperament trait because of anything the parents have done. However, the parents may not understand their child's temperament and may be applying child-rearing practices that do not fit the child's temperament needs.
- 4. The best way of relating to the child's temperament can play a big role in the child's emotional development.** The response the child gets from adults contributes to the self-image she or he develops.
- 5. Any temperament trait can be an asset or a liability** to a child's development, depending on whether the caregivers recognize what type of approach is best suited to that child.

How is the problem of unattached children a very serious threat to society?

"The results of such trauma are not pretty, and they last a life time. They may last many life times. They warp the fabric of society. It is absolutely essential that those of us with an understanding of these complicated issues raise a united call for effective intervention by society. This is not a problem that needs more study. It is a problem that needs action now."

(Cline, 1979)

High Risk Children

- What happens, right or wrong, in the critical first two years of a baby's life will imprint that child as an adult.
- A complex set of events must occur in infancy to assure a future of trust and love.
- If proper bonding and subsequent attachment does not occur, the child will develop mistrust and a deep-seated rage.
- This could result in a child without a conscience.
- Not all unattached children grow up to be criminals, but most suffer some form of psychological damage.
- Some psychologists argue that the most important long-term result of the failure to form an affectional bond is the "*inability to establish and maintain deep and significant interpersonal relations*".

(Karr-Morse, Robin & Wiley, Meredith, Ghosts from the Nursery: Tracing the Roots of Violence)

The ABCs of **Attachment**

- ❖ Active and engaged care is essential for children's brain maturation and for social, emotional, and intellectual development.
- ❖ Emotional signals, such as crying and smiling, serve as the language of the baby. Babies whose mothers are responsive to crying during the early months tend to cry less in the last months of the first year. Instead, they rely more on facial expressions, gestures, and vocalization to communicate their intentions and wishes to mother.
- ❖ For the infant and the young child, the warm, responsive care – rocking, touching, holding, singing, talking, smiling, and playing are essential for both cognitive and emotional development.
- ❖ It can't just be any adult who helps a child develop emotional competence. Children need consistent, nurturing relationships with the same caregivers. These are the people who are relied on as a secure haven in times of distress and as a secure base from which to explore.
- ❖ Cognitive development and behavior control theory suggest that early relationship experiences around **attachment** issues lay the foundation for interaction with adults that influences subsequent adaptation in school contexts.
- ❖ Strong, secure **attachment** to a nurturing caregiver has a protective biological function against adverse effects of later stress and trauma.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Developing a Sense of Self in Parents and Children

RELATED CONCERN:

Sexuality Education in the Family

DESIRED RESULTS:

Students will understand the role of parents in children's sexuality education and how to increase communication between parents and children about sexuality.

LEARNER OUTCOMES: Students will:

1. Understand the broad meaning of sexuality.
2. Become aware of some of their own attitudes about sexuality.
3. Consider the desired results of parents being children's primary educators of sexuality.
4. Consider the parent's role in communicating the family values and attitudes to their children.
5. Understand that, when given information and support, parents have the ability to encourage positive attitudes and responsible sexual behaviors in their children from birth to adulthood.
6. Identify the negative and exploitive messages about sexuality in the media and society in general.

SUPPORTING CONCEPTS:

- A. Sexuality
- B. Family Centered Sexuality Education
- C. Sexual Exploitation and Responsibility

BACKGROUND INFORMATION:

Sexuality is a word that is often misunderstood and misused, sometimes resulting in significant problems for family life and/or parenthood educators and their programs. It is a word that seems to immediately command the attention of most people in our society. This is because sexuality means "sex" to many people and conjures up thoughts of physical acts and human anatomy. Defining sexuality in this manner implies that human beings are only sexual when they are engaged in some sexual act.

We are all sexual beings and sexuality is a comprehensive term that includes many factors that are an integral part of being human. Sexuality provides one aspect of our self and a way of relating to others in society. It gives us a range of emotions—joy, sadness, empathy, love. Our sexuality affects all of our experiences throughout our lifetime. When we understand our sexuality, we gain new insights into ourselves. Sexuality involves an integration of our bio-psycho-social growth and development and how it impacts on our relationships. We are sexual throughout the life cycle.

Several factors highlight the need for early parental involvement in children's sexuality education. Studies reveal growing rates of teen and preteen sexual activity, high levels of adolescent pregnancy, increasing rates of sexually transmitted diseases, and ignorance about sexual issues. When sexuality education is defined in the broadest terms, however, it goes beyond these issues. Parents are involved in their children's sexuality education, either consciously or unconsciously, from the child's birth. The fact is that education about sexuality is not merely providing factual information; it is also conveying values, standards and attitudes. Parents teach just as much, if not more, by what they do as by what they say. There is no way a parent can avoid being the principal educator about sexuality of his or her child---whether the parent is open and candid about sex, or says nothing at all. Before their first day of school, children have learned from their parents, not only the specific information about sex, but also the attitudes their parents have demonstrated. "We do not talk about that," or "ask your mother," conveys that sex is special, different from all other subjects. Even when parents do not provide information and guidance concerning sexuality, their children are getting "sex education." There are many alternative sources of information—and misinformation—about sexuality including the child's friends and peers, newspapers and magazines, radio and television, popular music and the internet.

The belief that early sexual activity can be prevented if parents avoid discussing sexuality with children or providing them with accurate information is not supported in research literature. In fact, the opposite seems to be true. In general, young people who are able to discuss their feelings with their parents and have been given accurate information about sexuality tend to behave more responsibly, have the confidence to resist premature sexual experiences, and protect themselves from pregnancy when and if they become sexually active. When they enter into relationships, they tend to be more mature and less exploitive.

Young people today may be faced with decisions about expressing their sexuality earlier than previous generations, depending upon their cultural setting. Good decisions are based upon accurate information, self-awareness, and knowledge of one's own values. Parents who discuss sexuality with their children when they are young are helping them become responsible and effective decision makers.

Although children rarely list parents as their major source of sexual information, studies suggest that parents are trying to become more effective sexuality educators. When parents have been asked why they have difficulty with the tasks of sexuality education they have indicated that they lack sufficient knowledge about sexual issues and are, therefore, reluctant to discuss their children's sexual curiosity, or that they lack the communication skills necessary for discussing sensitive topics. There may be reasons other than what appears in research underlying a parent's inability to talk about sexuality. When parents did not talk to their children about sexuality, these people, when they become parents, often feel they are breaking family tradition and rules by doing so. In addition, they lacked a role model to learn from on how to effectively communicate regarding sexual issues with their own children. Furthermore, the subject matter may be considered sensitive and embarrassing, resulting in "not talk" rules around the topic.

Educational programs in schools and in the community can help young people, who will eventually become parents, gain the background they need to discuss factual information about sexuality. Depending on the programs, children can be helped to identify their own attitudes and values related to sexuality and develop strategies for communicating these values to their own children in the future. Such programs may be an important approach to reducing sexually related problems experienced by pre-adolescent and adolescent children. These programs need to go beyond a traditional "sex education" approach where the subject matter is often confined to what has been termed the "plumbing" aspects of the human reproductive

process. In these circumstances, little attention is given to the underlying issues of human sexuality as a characteristic of the whole person.

For many parents, a major concern is moral conduct. Morality refers to standards incorporated into a person's own value system. When sexuality education is family centered, parents will be able to discuss morals and behavior as they relate to the family values. It is the best way for parents to pass on their personal values to their children.

What constitutes sexuality education in the early childhood years? Building feelings of self-worth is an important part of sexuality education. When a baby is loved, cuddled and talked to, a sense of security and self-worth is nurtured. Children develop feelings about their body parts long before verbal communication can take place. Parents are thrilled when the young child explores various parts of his or her body and he or she can name the body part. Parents are less comfortable, however, when the child touches the genital area and they may distract the child with a toy or quickly put on a diaper. From such parental reactions, the child may feel that the genital area is bad, not to be touched, and different from the rest of the body. Since babies get comfort and pleasure from fondling their genitals, they become confused about themselves and their genital areas.

Bath time offers an opportunity to show that all parts of the body are important and all need to be kept clean. The baby can begin to learn the names of various parts of the body, including the penis and vagina, and parents can practice saying the words out loud.

During the early childhood years, parents teach children about all aspects of life by example and attitudes. As children see parents interact with each other, they learn a definition of love that will be incorporated into their own lives and relationships. The roles of males and females are defined for young children by observing their parents. As children ask questions, parents need to learn to talk honestly, even though it may be difficult.

The most important part of dealing with the sexuality of children is to create an atmosphere in which children are comfortable asking questions of their parents and in which they feel good about themselves. Providing children with information matched to their level of cognitive development is the most effective way to talk about sexuality with children.

When a young child asks, "Where did I come from?" it is important for the parent to clarify what the child is really asking. Not answering questions truthfully will only confuse the child later on. Questions from a young child should be answered simply and honestly in a matter-of-fact manner.

Some suggestions for parents on how to handle questions about sexuality are:

1. Parents need to talk with each other about the sexuality message they want to give to their child or children.
2. Try to anticipate sexual questions and behaviors and plan and practice their responses.
3. They should answer questions as they arise. Replies such as "not now" and "you don't need to know that," teach children that it is not okay to ask. They might delay a discussion with, "this isn't a good time now" and suggest they talk later; however, it is important to follow through.
4. If parents are embarrassed, they should admit that. A comment like, "this is hard for me to talk about, but I'm willing to try" is wonderful and the child will appreciate the honesty.
5. Answer the questions simply and honestly and leave the door open for further discussion.
6. Parents should initiate sexuality discussions. They might ask, "Have you ever wondered about how you were born?" There are excellent age appropriate children's books that can be used.

7. Use every day events as “teachable moments” for passing along family messages about sexuality.

A compelling reason for children and young people to be knowledgeable about sexuality is that they are more vulnerable to sexual exploitation without such knowledge. One of the best approaches to protecting children and youth against sexual abuse and exploitation is to help them protect themselves. To do this they need awareness, knowledge and skills.

The media has a strong influence on attitudes and knowledge about sexuality. Television has brought sexual messages into the home. Commercials often convey strong sexual messages, visually as well as verbally.

By the time children have reached the teenage years, they have most of the “facts.” They need their parent’s help with questions about values, relationships, love and sexuality. Sexual responsibility is a lot more than pregnancy prevention and disease. Teenagers need to understand that it also includes feeling good about themselves and confident in the choices they make. Responsible decisions respect personal values and goals and promote self-esteem, not guilt. It is also important for children to know that becoming involved with someone sexually involves commitment and mutual consent, and that mature relationships are based on caring, closeness, intimacy, and tenderness.

TEACHER PREPARATION:

In preparation for this unit and depending upon the policy in your school and/or district, you may want to send a letter to all parents or guardians of your students. The letter would inform them of the unit topic and goals for the students. Parents could be invited to visit a class if they wish. Parents may also request that their student not participate in this unit.

Keep in mind that when discussing sexuality education with teenagers in a high school classroom there needs to be an awareness and sensitivity to the variety of experiences they bring to the classroom. Discussing ideal parent-child interactions related to sexuality might be difficult for them given their own experiences. Recognize that some students may have been sexually abused as children, many within the home. Some young women have had experiences that lead them to believe they are only valued for their ability to please men. In addition, young men may feel they are only valued if they have sexual prowess.

Planning for unit:

1. Think about how sexuality education was handled in your family. What messages do you remember receiving about your own sexuality and relationships with the opposite sex? Were you able to ask questions related to sexuality in your family and how were they answered? Did family members follow traditional gender roles?
2. Reflect on all the messages the students in your class are getting related to sexuality: from the media, from other classes where sexuality education may deal primarily with reproduction and contraception, and from peers. If time permits, go through some magazines that your students may be reading and become familiar with how sexuality is used to promote products to teenagers. Listen to the lyrics of music your students may be listening to and become aware of the sexual messages, either explicit or implicit in these lyrics.
3. Reflect on your own attitudes and values to sexuality.

DIRECTED ACTIVITIES:

Supporting Concept A: Sexuality

1. **“Why is it so Difficult to Talk About Sex?”** In order to accomplish the goals for this unit, students need to feel free to talk about their feelings and be able to share freely in the classroom. This is not easy for many people to do. By looking at some common roadblocks to such communication and developing some ground rules for the class that demonstrate respect for all participants, students may be more willing to discuss these issues.

Divide the class into small groups of 3 to 4 each and have them select a recorder. You may want students to work in groups of the same gender. Ask each group to generate and write on newsprint or butcher paper a list of reasons why it is difficult for people to talk about sex and sexuality. Ask them to think of how people learn to avoid talking about sexual issues. Allow 10 to 15 minutes for this task. Reconvene class and ask recorders to review their lists for the rest of the class. After the first recorder, ask each subsequent recorder to comment only on those reasons not previously shared. (*Awareness of Context*)

Lead a class discussion using the following questions:

- What are some social messages that discourage children from talking and asking questions about sex?
- What are some family messages?
- What type of role models do we see in families that demonstrate that it is not appropriate to discuss sexual issues?
- How might some religious teachings discourage these discussions?
- What messages do we get from television, books, the internet, and other media that discourage honest discussions about sexuality?

Ask the class the following question: “What agreements can we make with each other to get past these barriers to communication?” Refer to “Ground Rules” (SM-1) for some examples. Add others to list as students brainstorm ideas.

The list of “Hints for Overcoming Barriers” (SM-2), made into a transparency or poster, could be used as a reminder to the class each day there is a discussion of sensitive issues.

2. **“Sexuality vs. Sex”:** To help students understand the broad concept of sexuality as opposed to the term sex, provide small groups of students with newsprint and have them list whatever comes to mind when they think of sexuality. You may want to have groups of the same gender work together. Provide a limited amount of time for this activity and then reconvene the entire class. Have students post their group’s list.

Lead a class discussion on a definition of sexuality based upon the terms they listed on their newsprint.

- Are the ideas primarily concerned with sexual intercourse, exploitation, anatomy, and reproduction?
- Are there terms that equate sexuality with self esteem, relationships, healthy bodies, loving, and affection?
- Have students think about how their beliefs are related to masculinity, femininity, and feelings about self. Add other terms to the lists as the class discusses the group’s responses.

Using the definition of sexuality found on TM-1, take each phrase and talk about how it is

related to sexuality, e.g., “how we feel about ourselves.” Compare the different ways groups within society define sexuality. What are the reasons each group may have a different definition?

3. **Reflections:** To help students remember and reflect on early sexuality education, ask them to respond to the question on “Reflections” (SM-3). This will be an activity they will keep for themselves so they can feel comfortable responding to each question.

Ask the class how reflecting on their own sexuality education will influence how they might eventually be their own child’s primary sexuality educator.

(Alternative Approaches, Consequences of Actions, Awareness of Context)

Supporting Concept B: Family Centered Sexuality Education

4. **“Communicating about Sexuality”:** Ask students to brainstorm what skills and attitudes they think are necessary for both parents, children, and adults to talk about when dealing with issues of sexuality. Emphasize that parents don’t have to be “experts” to share their values and ideas with their children. They, as well as children, can have some confusion and admit to a lack of knowledge. Communicating honestly will be beneficial.

Some skills and attitudes which might be included on this list would be the ability to:

- a. Build an atmosphere of trust between individuals.
- b. Listen to each other.
- c. Empathize with others.
- d. Identify and communicate values.
- e. Communicate emotions.
- f. Accept differences in opinion.
- g. Solve problems and negotiate conflicts.
- h. Understand the difference between verbal and non-verbal messages and deliver a consistent message between the two.
- i. Set sexual limits for themselves.

Divide the class into small groups and have them reflect on what they think children and young adults want to know about sexuality. Ask students to develop lists of information for different age groups. The lists should be divided into groups starting with ages 0-5, 6-9, 10-13, 14-16.

- What do children need to know for their own safety?
- How can children be saved embarrassment in different situations?
- How can children feel comfortable with their changing bodies?

Allow sufficient time for this activity so students can discuss topics thoroughly. If they lack information on some topics, encourage them to add them to their lists anyway since they will be able to do research on these topics when they carry out the “Role Rehearsal” activity.

Have the groups share their lists with the entire class and attempt to consolidate the information into a class list for each age group. Allow time for students to discuss their disagreements about what should occur at each age and help them identify the reasons for this difference of opinion.

Help students become aware of societal influences on what children and young people should know about sexuality. What is the role of the political climate in what is taught;

religious beliefs, views of men and women, fear (of early sexual activity, teenage pregnancy, etc.)? What role do the media play? How might attitudes change with a crisis such as the HIV/AIDS epidemic?

Questions for discussion:

- At what point in a child's life can parents cooperatively develop some guidelines with their child?
- How do parents communicate their guidelines or expectations to children, especially when there are so many mixed messages in society?
- Is there a point in a child's life where parents and children might agree to disagree? What can be the effect of that on family relationships?
- As a teenager, what guidelines and expectations related to sexual behavior would you want for yourself and your peers?

Record the guidelines on an overhead or newsprint. Some examples of responsible behavior could be to:

- ✓ Promote the dignity, equality, and worth of each person.
- ✓ Act with purpose, rather than impulse.
- ✓ Avoid exploitation or manipulations of others.
- ✓ Avoid exploitation of yourself.
- ✓ Take precautions against unwanted pregnancy and sexually transmitted disease.
- ✓ Choose abstinence.

(Desired Results, Alternative Approaches, Consequences of Actions)

5. **"Role Rehearsal":** Using the case studies, "Family Centered Sexuality Education" (SM-4), have students work in small groups to represent a family unit. Using role rehearsal (a way to practice handling themselves in a similar situation), the students are to provide a child or young adult with information about sexuality. Remind students that each family will have different goals and values for their children based on their personal or religious beliefs. These beliefs should be respected as they prepare for their demonstration. Differences in attitudes and behaviors do not imply that there is a right or wrong answer.

Students will need to:

- a) Determine what information they feel is appropriate for each age.
- b) Research any information they are not sure of.
- c) Be prepared to demonstrate how they would handle this situation in the family they are portraying.

Be prepared to have material for the students to use to research their age group or have students do research online. The following website has age-related resources in both English and Spanish:

<http://www.noplacelikehome.org>

The home page has links to other resources. A good selection of children's books for different ages would be helpful. The "Summary of Sexuality Development Events in the Young Child," (SM-5) "Communicating with Children about Sex", (SM-6) and "Affirmations", (SM- 7) should be reproduced for students to use. Allow sufficient class time for students to do the research.

Conclude the activity with the following questions:

- Do you think the child got the information he or she needed and wanted?
- How could parents feel more comfortable in the situation?
- Was the information accurate?
- Was it helpful to the child or teenager?
- Are there people who would disagree with the approach demonstrated? What groups of people? Which approach?
- What other ways could the situation be handled?
- What would be the outcomes if different methods were used?

(Desired Results, Consequences of Actions, Alternative Approaches, Awareness of Context)

Supporting Concept C: Sexual Exploitation and Responsibility

6. **“Media Messages”:** The media has a strong influence on children’s attitudes and knowledge about sexuality. Sexual exploitation occurs in very subtle forms, such as in popular music, advertising, humor, and entertainment. When students understand that exploitation is using someone for one’s own advantage without regard for the other person, students are better able to protect themselves. A young child whose self-image is supported by his or her parents and who has been taught about appropriate and inappropriate sexual behaviors may be less vulnerable to exploitation. Learning about sexuality and skills for thwarting sexual abuse go hand-in-hand. The benefit of learning about both is the promotion of self-esteem. High self-esteem enhances that ability to show responsibility for sexual behavior.

Give students about a week to complete “Media Messages” assignment (SM-8).

Ask students to identify forms of sexual exploitation in society (advertising, lyrics from popular music, etc.)

- Who is “exploited”?
- How are they exploited?
- Would you attempt to screen music your child listened to?
- Would you attempt to screen the books/media your child watched?
- Why or why not?

During the follow-up discussion for “Media Messages,” ask students to list adjectives which describe how boys and men are depicted on these shows and advertisements. Do the same for girls and women.

After the class has discussed their observations, have the students use their pictures, cartoons, and articles to prepare a display that demonstrates the consequences of stereotyping and exploitation. *(Awareness of Context, Consequences of Action)*

7. **“Reflections”:** To close this unit, have students respond in writing to the following questions:

- a) What does the term “sexuality” mean to you?
- b) What are the desired results for children and parents when the family is the primary educator on sexuality?
- c) How will our discussion and activities in this unit affect your own parenting on these issues?

(Consequences of Action, Desired Results)

RESOURCES:

Berstein, Ann C. (1996). *Flight of the Stork: What Children Think (and When) About Sex and Family Building*. Perspective Press.

Brown, Laurie Krasoy (2000). *What's the Big Secret?: Talking About Sex with Boys and Girls*. Little, Brown and Company.

Gordon, Sol. (2001). *How Can You Tell if You're Really in Love?* Adams Media Corporation.

Gordon, Sol & Judith Gordon (1999) *Raising a Child Responsibly in a Sexually Permissive World*. Adams Media Corporation.

Harris, Robie (1996). *It's Perfectly Normal: Growing Up, Changing Bodies, Sex and Sexual Health*. Candlewick Press.

Harris, Robie (2002). *It's So Amazing: A Book About Eggs, Sperm, Birth, Babies & Families*. Candlewick Press.

Madaras, Lynda & Area Madaras (2000). *My Body, My Self for Boys: What's Happening to My Body?* Newmarket Press.

Madaras, Lynda & Area Madaras (2000). *My Body, My Self for Girls: What's Happening to My Body?* Newmarket Press.

Roffman, Deborah (2002). *But How'd I Get in There in the First Place?: Talking to Your Young Child about Sex*. Perseus Press.

Roffman, Deborah (2001). *Sex and Sensibility: The Thinking Parent's Guide to Talking Sense about Sex*. Perseus Press.

Videos:

In Our Own Words: Teens and AIDS (1995). Family Health Productions, Inc., Boston, MA.

The Power of Girls: Inside and Out (2003). Family Health Productions, Inc., Boston, MA.

Raising Healthy Kids: Families Talk About Sexual Health (1997). Family Health Productions, Inc., Boston, MA.

Talking About Sex: A Guide for Families (1996). Planned Parenthood Federation of America, New York, NY.

GROUND RULES

1. Everyone has the right to pass on the activities or on answering questions they do not wish to answer. The teacher may also choose not to answer a question.
2. All points of view are worthy of being discussed. There will be no “put downs” of other’s views and values.
3. No question is “dumb.”
4. When possible, correct terminology will be used. When a student does not know the correct terminology, the known term can be used and the teacher or other students will supply the correct terminology.
5. There will be no talking about classmates’ comments outside of class.
6. If a student has a complaint about the class, he or she will go directly to the teacher.
7. It is all right for the class members and the teacher to blush, feel embarrassed, or not know the answers to all the questions.

HINTS FOR OVERCOMING BARRIERS

Ask for more information.

*"I don't understand the meaning of that word.
Would you please explain further?"*

Restate what you think you heard.

"Are you saying that you mean.....?"

Explain what you think happened.

"I feel that you cut me off in mid-sentence."

Tell your feelings.

"I get angry when I am put down for my opinions."

Try to stay calm.

Attacking another person does not help you get your point across.

“Sexuality is the quality of being either male or female. It means many things: how we feel about ourselves, what roles we play in society, and reproduction. It does not mean just how we behave sexually. It is the total of our physical, emotional, and spiritual responses.”

REFLECTIONS

1. What were the messages you received regarding touching your body as a young child? How were these messages given?
2. Were you taught the correct names for your genitals or did your parents make up names for them?
3. Remember how you felt when you first noticed physical changes in your body. Do you recall reactions or comments from family members at the time?
4. How was and is affection demonstrated in your family?
5. How did you learn about your own reproductive anatomy, about sexual intercourse, and birth control options? What age were you? Do you think the timing was appropriate? How did you feel about, a) the things you were learning, b) the way you were learning?
6. How do you think your parents learned about sexuality? You may want to ask your parents. What effect do you think this has had on their communicating with you about sexuality?

CASE STUDIES

FAMILY CENTERED SEXUALITY EDUCATION

Directions: *Work in small groups to prepare a “role rehearsal” which will simulate what might happen in a family if these situations were to occur. Role rehearsal is actually preparing and practicing what you would say in a similar situation. Use the resources available to do research and prepare your presentation. Your task is to determine what information is appropriate for the age of the child and then to demonstrate how the family values would be discussed with the child.*

Age 0 to 5:

1. You have guests visiting in your home and you find your son, age 4, in the bathroom with your guest's 5-year-old daughter. Your son is obviously interested in the physical differences between himself and your 5-year-old guest.
2. You find your 5-year-old daughter, two of her friends who are also 5-years-old, and a 5-year-old neighborhood boy playing “doctor.” The boy is partially dressed and the other children are examining him like a doctor would do in a physical exam.
3. Your 3 ½-year-old child asks a guest in your home, who is obviously pregnant, “Why are you so fat?” When you say she has a baby in her uterus your child says, “How did the baby get in there?”

Age 6-9:

1. Your 6-year-old daughter, who has always been comfortable with her nudity, has suddenly asked that the bathroom door remain closed while she is using the toilet or taking a bath.
2. You observe your 6-year-old son fondling his genitals while he is watching television.
3. Your 8-year-old twins, a boy and a girl, come running into the house and say, “Mrs. Jones (a neighbor) is going to have a baby! How did the baby get into her stomach?”

Age 10-13:

1. Your 10-year-old daughter is beginning to show signs of breast development. She appears to be embarrassed and is always wearing bulking sweatshirts to cover her body.

2. Your 11-year-old son's voice is beginning to change and it gets hoarse and crackles.
3. You find a copy of "Playboy" magazine in your 12-year-old son's room.
4. Your 12-year-old daughter asks you (her mother) what kind of birth control you use and how it works.

Age 14-16:

1. You and your husband or wife come home from a movie early to find your 15-year-old son watching television with his girlfriend. They have all the lights off and are cuddling on the couch.
2. Your 16-year-old daughter says she has an appointment with your family doctor and she wants to get birth control pills.
3. Your 16-year-old son is dating a girl whose father is a single parent. He frequently goes away for a weekend with his girlfriend, leaving his daughter alone. Your son spends most of the weekend with his girlfriend, coming home late at night or early in the morning.
4. Your 15-year-old daughter has been dating her boyfriend, a senior, for a year. She is an excellent student and has plans for college. She comes to you and says she just had a pregnancy test which is positive.
5. Your 16-year-old daughter, a junior in high school, has been dating a boy who is a senior. You have observed tension between them recently and you attempt to discuss it with her. She says her boyfriend is pressuring her to become sexually involved and she doesn't want to. He tells her everyone is doing it and if she won't, then he will start dating someone else. She says that remaining a virgin is very important to her but that she is very fond of her boyfriend and is afraid of losing him.
6. Your son, a senior in high school, seems to have lost interest in going to some of the parties at his friend's homes. When questioned about his lack of interest in social activities, he finally admits that he is being pressured to be sexually involved with a girl "to prove he is a man" and he is not interested.

SUMMARY OF SEXUALITY DEVELOPMENT EVENTS IN THE YOUNG CHILD

BIRTH TO ONE YEAR:

- Experiencing genital response to stimulation
- Exploring and discovering their bodies, genitals
- Learning a self-concept from interaction with parents

ONE TO TWO YEARS:

- Continuing to explore themselves
- Recognizing gender identity with significant persons
- Learning a label for their own gender
- Learning and using terminology for genitals and genital function
- Acquiring sense of right and wrong

TWO TO THREE YEARS:

- Awareness of genital differences between genders
- Confirming gender identity
- Imitating parental model

THREE TO FIVE:

- Beginning to act out or involve sexual knowledge in play sequences
- Experimenting, through play, with different gender associated roles
- Manipulating genitals frequently, often to relieve stress and tension as well as for pleasure and comfort
- Increasing attachment to the opposite sex parent

FIVE TO EIGHT:

- Interacting more with environment
- Peer influence becoming more significant
- Engaging in more real-task activities with less fantasy play
- Experiencing a higher level of modesty, acknowledging privacy more, and showing a greater sensitivity to sexual issues
- Forming strong attachments to peers of the same gender, feeling ambivalent toward opposite gender and their interests
- Developing social competencies becomes significant

COMMUNICATING WITH CHILDREN ABOUT SEX: GENERAL TIPS

1. **Answer questions as they come up.** Don't put them off – your child may not ask again.
2. **Listen carefully to all questions.** Make sure you understand what is being asked, and respond directly and honestly.
3. **Anticipate your child's questions, then practice your responses ahead of time.** Become familiar with typical sexual questions and behaviors that occur at various ages. This will reduce the chance of being "caught off guard."
4. **If you're feeling embarrassed or uncomfortable, say so.** Acknowledging your own discomfort allows your children to acknowledge theirs.
5. **Use specific and correct terminology.** Of course, parents and children need a common vocabulary. If your child knows the slang terms, be sure to translate. Then encourage the use of proper terms.
6. **Initiate the conversation.** Use "teachable moments" – everyday, naturally occurring events. Books, news articles, and TV shows can be wonderful discussion starters.
7. **Be clear about your values.** This doesn't mean "be judgmental." Children want and need to hear the family's values around sexual issues. They also need to know that their opinions and feelings are respected.
8. **Be concerned about telling "too little, too late" rather than "too much, too soon."** Provided in an open, honest, and loving manner, information need not cause fear, nor does it encourage experimentation. **Remember: your children are hearing about sex everywhere else. They deserve to hear it from you.**
9. **Establish an environment where children feel free to ask questions.** Let them know that you honor their right to be informed about sexuality.

(Planned Parenthood Association of Lane County)

AFFIRMATIONS

Children need to hear positive messages about themselves in order to form good self-esteem, self-image, and sexuality attitudes. Receiving positive messages is important at all ages and understanding levels. Messages are related not only verbally, but also through attitudes, body language, and emotions. Below are some verbal affirmations to pass on to children, starting at birth and continuing through the rest of their lives.

BIRTH TO 6 MONTHS:

Continuing
through

I love you.
You have the right to be here.
I'm glad you were born.
Your needs are important; I will take care of you.
I'm glad you're a girl (or boy).
You are special just the way you are.
I like to hold you.
I'm glad you are part of our family.

6 MONTHS TO 18 MONTHS:

Continuing
through

I like you just the way you are.
You have a beautiful body.
You can feel good about your body.
You are a boy (or girl); I'm happy you are.
You are an individual.

18 MONTHS TO 3 YEARS:

Continuing
through

I'm glad you're growing up.
You can be separate from me.
Your body is good.
Your body is unique.
I'm glad **you** are **you**.
I'm not afraid of your anger.
Your feelings are OK.

3 YEARS TO 6 YEARS:

You can think what you feel.
You can be "grown-up" and still be cuddled.
You don't have to act mad or sad to get taken care of.
You can **tell me** when you don't want to be touched.

MEDIA MESSAGES

Collect samples of observations of media messages that our society sends children and young adults.

- As you watch television shows, observe and note the following:

Show Title	Role of females	Role of males	Relationship between males and females.

What message about sexuality do the shows give viewers?

2. Watch commercials on television and fill in the table below.

Commercial (Product)	Role of females	Role of males	Why use this product?	Exploitation observed
What messages are the commercials giving to viewers?				

3. Clip some pictures, ads, title of articles, or cartoons from newspapers and magazines that send sexual messages to the reader. Bring them to class. These will be used to develop some collages or posters to summarize some of the ideas discussed in class.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Basic Human Needs and Safety

DESIRED RESULTS FOR STUDENTS:

Students will examine the basic human needs of children.

LEARNER OUTCOMES: Students will:

1. Become aware of basic human needs in their own lives.
2. Examine basic needs of human beings, specifically those of children and parents.
3. Consider the desired results when children's and parents' basic needs are met.
4. Analyze alternative ways which parents can meet the needs of their children.
5. Analyze the effects (consequences) of met and unmet needs on the lives of children.
6. Begin to understand the role that human needs play in parenting.

SUPPORTING CONCEPTS:

- A. Maslow's Hierarchy of Needs
- B. Impact Parenting Has on Meeting the Needs of Children
- C. Children's Needs vs. Parent's Needs

BACKGROUND INFORMATION:

People are all different, but they are also very much alike. One way they are alike is that they all have the same basic needs. This is true for both children and their parents.

One perspective on human needs is given by Abraham Maslow, a psychologist, who spent much of his life studying human needs. Maslow was part of a humanistic view and approach to the study of human behavior. Humanistic psychology is a value orientation that holds a hopeful, constructive view of human beings and of their substantial capacity to be self-determining. It is guided by a conviction that intentionality and ethical values are strong psychological forces, among the basic determinants of human behavior. This conviction leads to an effort to enhance such distinctly human qualities as choice; creativity; the interaction of the body, mind and spirit; and the capacity to become more aware, free, responsible, life-affirming, and trustworthy.

Maslow categorized what he considered to be basic human needs and placed them into a certain order, or in a hierarchy. Maslow believed that people must first meet their needs at the lower levels before they can meet their needs at the higher levels, including needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic

needs, the person does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on.

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Maslow's basic needs are as follows:

1. **Physiological Needs:** These are biological needs. They have to do with the maintenance of the human body. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction. The costs of meeting physical needs are expensive for parents, but they come as part of the job and they need to be prepared to handle them.
2. **Safety/Security Needs:** When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Safety needs are about putting a roof over our heads and keeping us from harm. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure. For both children and adults, it can include having security in a routine, having a place to live free from danger, freedom from adverse weather conditions, criminals, etc. For adults it may mean security from financial problems, which may cause people to buy health, fire or home insurance. Children often display the signs of insecurity and the need to be safe.
3. **Love, Affection, and Belongingness:** When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging. The need for love is important to human survival, especially in the very young. Without love, babies may die. Parents' love should be given freely and constantly to each child. Children need to know they are loved for who they are. The knowledge they are loved gives them a sense of security, which helps them feel good about themselves and helps them develop self-confidence.
4. **Esteem Needs:** When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world.
5. **Self-Actualization Needs:** When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." It is the instinctual need of humans to make the most of their abilities and to strive to be the best they can.

Maslow describes self-actualizing people as follows:

- They embrace the facts and realities of the world (including themselves) rather than denying or avoiding them.
- They are spontaneous in their ideas and actions.
- They are creative.

- They are interested in solving problems; this often includes the problems of others. Solving these problems is often a key focus in their lives.
- They feel a closeness to other people, and generally appreciate life.
- They have a system of morality that is fully internalized and independent of external authority.
- They have discernment and are able to view all things in an objective manner.

In short, self-actualization is reaching one's fullest potential.

Jensen and Kingston (1986) indicate that the removal of security or the deprivation of physical needs has a negative impact on children and can produce lasting effects. The writers say that "even the failure to provide conditions conducive to sleep has negative psychological effects. Chronically malnourished children experience growth retardation not only physically, but also psychologically. Improper and adverse housing conditions such as overcrowding, poor lighting, and inadequate space have been shown to have adverse psychological effects, especially on children. Failure to meet physical needs does not simply result in temporary discomfort, but may impede necessary psychological development. Physical neglect may manifest itself indirectly through a neglected child's behavior. Children who appear lazy, tired, and indifferent may, in actuality, be suffering from poor eating habits." (Jensen and Kingston, 1986). Children's fears because of poor clothes or inadequate housing may even need to be recognized and attempts made to alleviate these fears.

While unmet physical needs impede psychological development, there is research to indicate that those provisions are not enough. Having safety, health care, and physical necessities alone does not ensure proper development of psychological and social needs.

It seems important to remember that while parents have a responsibility to meet the needs of their children, they also have needs of their own which must be met. There will be times when the needs of the parents will conflict with the needs of children.

With this in mind, parents will often need to make difficult decisions in order to meet the needs of their children adequately. Specific decisions parents may face in providing for children are those related to housing, clothing, food, education, health, safety, self-esteem, child care providers, friends, career, and many others.

Teacher Preparation:

1. Reflect on your own childhood. What were the basic needs you had? Were they met? Who met them? How has the meeting of those needs or the lack of them affected you as an adult?
2. How can you help your students to become aware of the needs children have (including individual needs) and ways to meet those needs?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Basic Human Needs

1. **"Needs Vs. Wants":** Project the "Family Circus" cartoon (TM-1) on a screen with an overhead projector. Have a couple of students interpret what they think the meaning is. Students will most likely have used the word "need" in their interpretation. In groups of 3 or 4, have students create some definitions for the words "needs" and "wants." Have

them compare their definitions with the rest of the class and then come up with one definition from the whole class.

- What are the differences between these terms?

In the same small groups, have them make a list of needs and a list of wants. (Possible needs/wants: self-fulfillment, latest hair style, variety, acceptance, air and water, self-worth, belongingness, high school diploma, recreation, good health, religion, housing, friendships, food, music lessons, love, vacation to Hawaii, job training, clothing, new stereo.) As a total group, refer to the lists of needs they identified for themselves and for parents.

- Are any of these really “wants” instead of “needs”?
- Do you think all people agree as to whether they are needs or wants? Why or why not?
- What are some factors that influence what we sometimes interpret as “needs” instead of “wants”?

Assign students to find an advertisement or the words of a song which illustrate how people are meeting their needs and/or satisfying their wants.

- What are the messages in the song or advertisement? Share it with the class.
- How do these examples give us messages about what needs are OK to have?
- How do these messages influence our wants? Our actions?
- How might they affect our parenting?

(Awareness of Context, Alternative Approaches, Consequences of Action)

2. **Reflection:** Help students become aware of the needs that people have by asking them to reflect on their own lives up to this time. Have them individually make a list of all the needs they can think of that they have had up to this time. After they have had time to write, ask students to name some of them. Write them on the board. Discuss:

- Have all of your needs been met?
- Can you think of some times when certain needs have not been met?
- How does it affect you when some of your needs are not met?
- What are some long-term effects when people’s needs are not met?
- Who has met your needs?

In groups of 3 or 4, have students make a list of needs their parents might have.

- Do all of their needs get met?
- Who meets their needs?
- How might it affect you (their children) when their needs are not met?

(Awareness of Context, Consequences of Action)

3. **“Examples”:** Consider the following examples that influence needs and wants:

- a. How does growing up in a family that teaches children how to negotiate and problem-solve influence a person’s need for acceptance?
- b. How does watching 30 hours of prime-time TV and the advertisements influence a person’s feelings of self-worth?

- c. How does growing up not part of the majority culture influence the self-esteem or belongingness when the majority of media depicts only one culture?
(*Awareness of Context*)

4. **"Maslow's Hierarchy":** Project a transparency of "Maslow Notes" (TM-2) on an overhead. Cover up the notes section and explain that this is one person's theory on the needs of humans. Give examples and explain the hierarchy. Have students add to the examples and discuss possible disagreements or limitations they see in this theory.

Go over the notes with the students. Once the students have gone over the notes have the students get out a piece of paper and take the "Mighty Maslow" quiz (SM-1) to assess their comprehension of the theory.

Once the students have begun to show an understanding of the theory assign the "Maslow Poster Assignment" (SM-2).

5. **"Individual Differences":** Ask Students:
 - Are everyone's needs the same?
 - How are they alike and different?

Use Maslow's Hierarchy to consider how the following individual circumstances might affect someone's needs:

- a. A teenager?
 - b. A person newly emigrated from Southeast Asia?
 - c. A male teenager whose father has always wanted him to be a pro-football player?
 - d. A teenager who has been told by her family that she is ugly?
 - e. A teenager who has been an incest victim?
 - f. A teenage mother?
 - g. A teenage father?
- What basic needs are most important to you?
 - Did your grandparents have similar needs?
 - How is it different now than it was for people 50 years ago?
 - How do our needs affect our choice of food? Housing? Career?
 - What is the goal for all persons regarding basic needs?
 - What are possible effects on a person when basic needs are not met?
 - What are influences and factors from outside the home which affect whether or not basic needs can be met?

(*Awareness of Context, Desired Results, Consequences*)

6. **"Case Studies":** Have students analyze the needs for two family situations given below. In each case, ask the following questions:
 - What are the needs? Whose needs are they?
 - How and who will/can meet these needs?
 - If these needs are not met, what will be the result?

Case Study #1:

Mary, age 35, divorced, has custody of her three school-age children. They live in a rented apartment. Mary has a full-time job.

Case Study #2:

Larry is 40, Sue is 37. They are married and the parents of Steven, age 16, and Lori, age 13, who is severely retarded. Larry is employed full-time and Sue is a full-time homemaker.

(Consequences of Action, Alternative Approaches, Awareness of Context)

Support Concept B: Impact that Parenting has on Meeting the Basic Needs of Children

7. **"Needs of Children":** Ask students to list basic and important needs of children. (These will be similar to their own needs listed at the beginning of the unit.) Have them identify some needs of children by choosing one of the following:
- A. Find newspaper articles that illustrate some needs children have.
 - B. Find excerpts from novels or children's books which illustrate the needs of children.
 - What are some needs of children and teenagers identified in these articles or books?
 - What are some ways these needs can be met?
- (Awareness of Context, Alternative Approaches)*
8. **"Independence":** One need a child has is "Independence." The students might reflect on their own experience in considering why it is important for them to be independent. Review Erik Erikson's eight stages of social-emotional development using a class text or an online resource. Discuss:
- What does striving for independence look like in a toddler?
 - What does striving for independence look like in a teenager?
 - What kinds of independence are they each striving for?
 - How are these two ages similar and different as they strive for independence?

Review R. J. Havinghurst's stages of adolescent development (SM-3).

- When is it important for children to begin to be independent?
- Why is it important for children to explore independence while young?
- In what ways do parents resist children becoming independent?
- How have you experienced independence?
- How would it be different if your parents were richer? Poorer?
- How would it be different if you were of a different culture? From a rural or urban area?
- What would happen in family situations if parents ignored the needs of their child?
- What are the consequences when the young don't gain independence?
- What are the long-term and short-term consequences of meeting a child's needs?

(Awareness of Context, Alternative Approaches, Consequences of Action, Desire Results)

9. **“Health Needs”:** Invite a pediatrician or someone from the medical field to talk about meeting a child’s health care needs. He or she should cover the following questions:

- How does a parent insure that a child grows up healthy?
- How does a parent know if a child needs medical care? Immunizations? Dental care? When to call the doctor? How do you know what doctor to call?
- Who decides how much sleep a child needs? The child or the parent?
- What other health needs do children have?
- Are health needs the same for all ethnic groups or cultures?
- How might family income affect health care for children?

(Awareness of Context, Desired Results, Alternative Approaches)

10. **“Safety Needs”** To answer the question, “What makes a home and environment safe for infants and children?” have students read in textbooks ways of keeping a home and environment safe for children. View current video on child safety/child proofing. Each student could make a small poster (construction paper size) to illustrate one way to protect children’s safety needs. Have students share their posters with the rest of the class.

Every community may harbor those who prey on innocent children. To protect children without needlessly frightening them or being overprotective is a challenge. It is best to warn children about possible harm in a calm reassuring way so a child is prepared, not frightened. Have students identify personal safety strategies (Pair-Think-Share). These might include:

- ✓ Why it is not safe to play in vacant lots, alleys, parks, or school grounds.
- ✓ It is always best to have a buddy to play with, rather than being alone.
- ✓ How to help a child know if someone is a stranger, i.e., does this person know my name? Do I know his/her name? Have I ever seen this person before? Do I know where he lives?
- ✓ Emphasize that you or another responsible adult must always know where they are.
- ✓ Talk about having a family code word.
- ✓ Teach children a song to know their telephone number.
- ✓ Teach children about the emergency number 911.
- ✓ Remind children not to tell callers that their parents are not home.
- ✓ Role play situations – “What would you do if...?”
- ✓ Help children memorize their first and last name and the first and last name of their parents.
- ✓ Teach children their home address.
- ✓ Have children draw maps of where they live.
- ✓ Teach children about boundaries
- ✓ Teach children to scream, “This is not my Daddy (Mommy)” and to run toward groups of people if a stranger tries to lure them away.
- ✓ Assure children that they have the right to say “no” to anyone, even parents, family or friends, if someone wants to see or touch private parts of the body.
- ✓ Take a walk through the child’s neighborhood and point out safe places to run to for help.

Students could be given an assignment to create a page on safety that could be incorporated into a class coloring/activity book to teach children about these guidelines. Interested students could plan a puppet show to teach children about these guidelines. The puppet show could be presented in the on-campus Child Development Center.
(Awareness of Context, Desired Results)

11. "Food Needs": Students may be given reading assignments to examine what the literature says about the food needs of children. Find the USDA "my pyramid" online as a resource. Discuss with students:

- Who decides what a child eats?
- What is the desired result when it comes to feeding children?
- How can these results be accomplished?
- What are the consequences of these various methods?
- Who beside parents are responsible for feeding children? (Childcare centers, schools, babysitters, etc.)

(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)

12. "Special Needs": Some children have special needs which parents must consider. Invite a guest speaker (social worker, school psychologist, or parents of children with special needs) to speak to the class. Ask presenters to discuss some special needs of children that will affect how those needs are met. (Some examples could be allergies, blindness and visual handicaps, emotional handicaps, autism and Aspergers, learning disabilities, physical handicaps, etc.)

- How are these needs different from those of other children?
- How does that affect parenting?
- What are some local, state, and national resources related to helping these children?

Supporting Concept C: Children's Needs VS. Parent's Needs

13. "Parent's Needs": In groups of 3 or 4 have students discuss and brainstorm responses to the following questions and then share their ideas with the class:

- What needs do parents have?
- How are their needs met? By whom?
- How do their personal needs influence their decisions in parenting?
- Should parents deny their needs in order to meet the needs of their children?
- How is one's emotional state related to the ability to cope with the responsibilities of being a parent?
- How might parent-child relationships be affected by how the parents' basic needs are being met?

(Awareness of Context, Alternative Approaches, Consequences of Action)

14. "Parent Panel": Invite 4 or 5 parents to class to talk about how they balance meeting the needs of their children vs. their own needs.

(Awareness of Context, Alternative Approaches, Desired Results)

RESOURCES:

Amundson, N.E., Borgen, W.A., and Tench, E., *Personality and Intelligence in Career Education and Vocational Guidance Counseling*. In D.H. Saklofske and M. Zeidner (Eds.) *International Handbook of Personality and Intelligence*, New York: Plenum.

Erikson, E.H. (1968). *Identity: Youth, and Crisis*. New York: W.W. Norton.

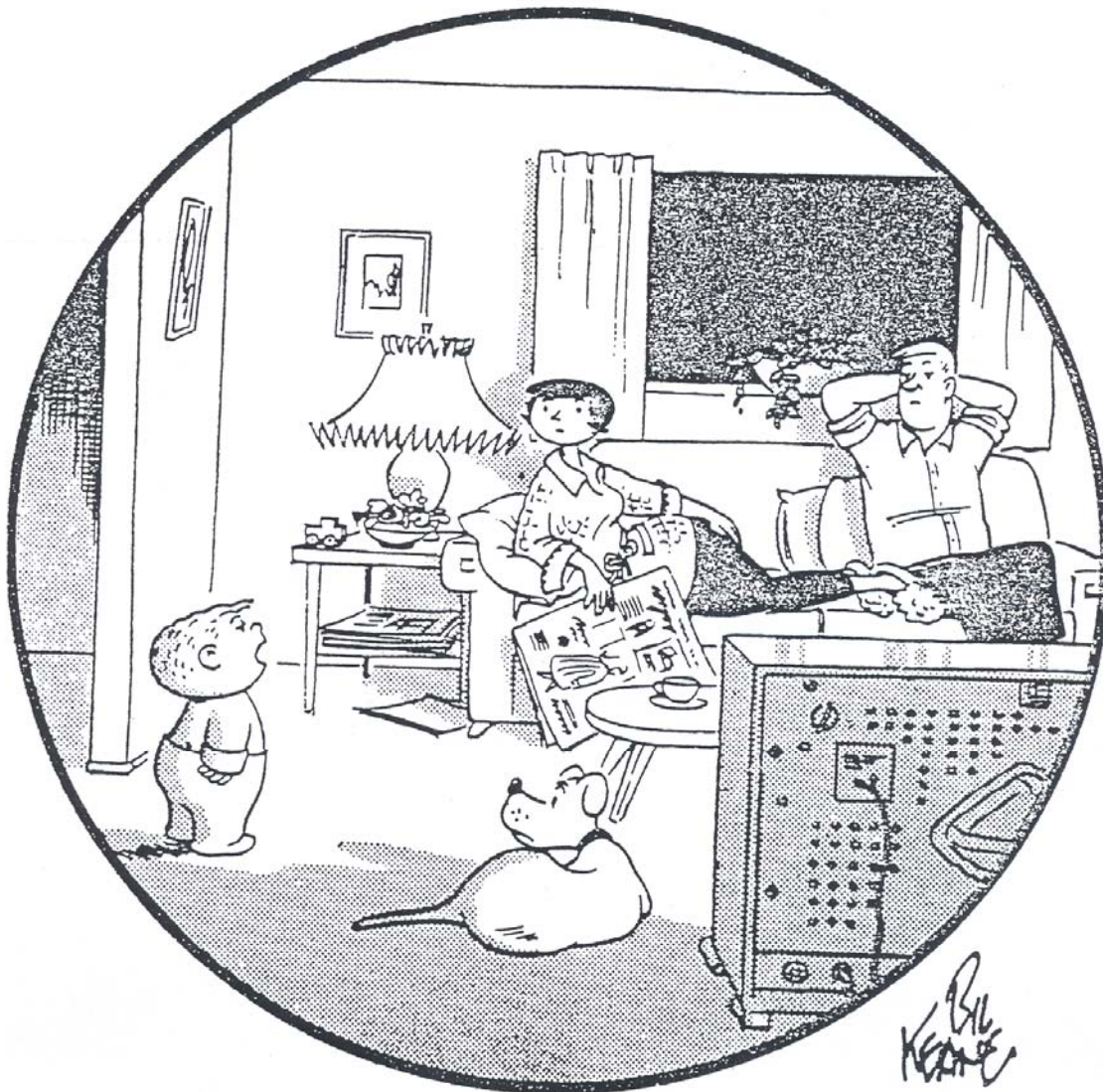
Havighurst, R.J. (1952). *Developmental Tasks and Education*, New York: David McKay.

Jensen, L.C. and Kingston, M. (1986). *How Organization is Developed in the Home* (pp. 162-173). *Parenting*. New York: Holt, Rinehart and Winston.

Maslow, A. (1954). *Higher and Lower Needs. Motivation and Personality*. New York: Harper and Row.

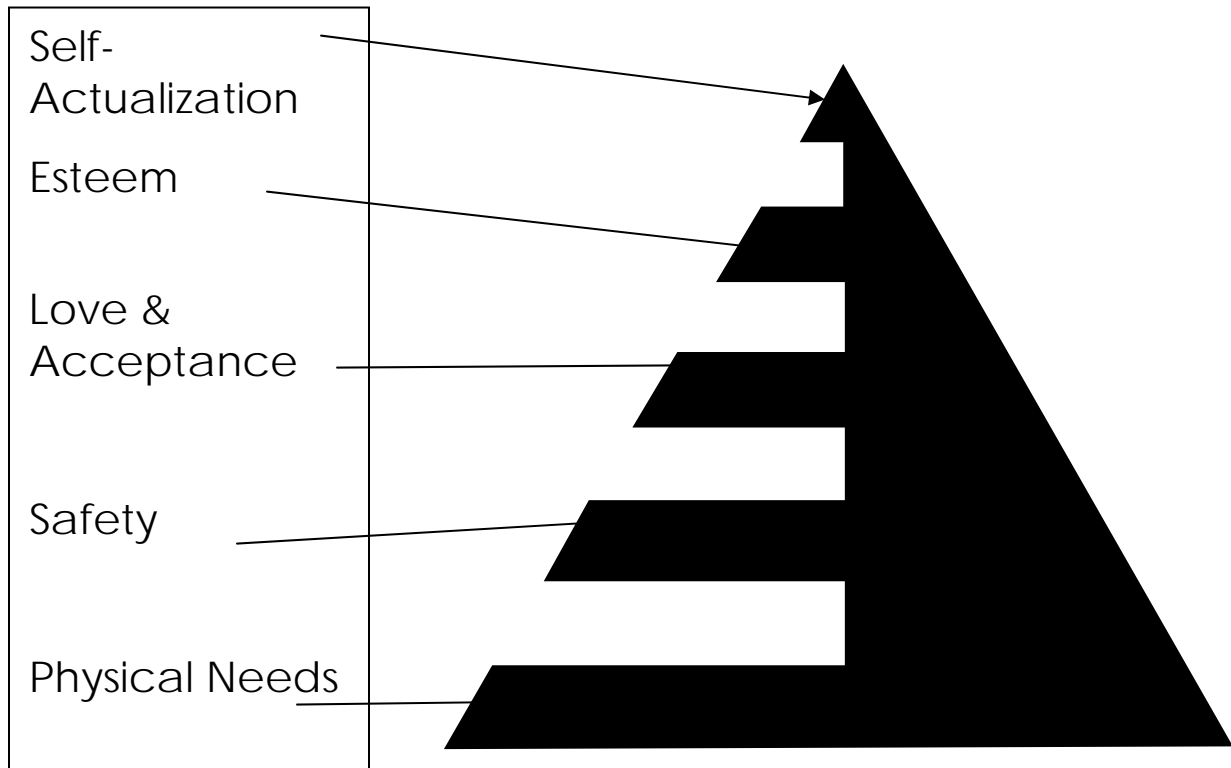
McGinley, H. (1983). Every person has needs, (pp 7-16). *Caring, Deciding and Growing*. Lexington: Ginn and Company.

FAMILY CIRCUS



"I don't feel so good. I think I need a hug."

Maslow's Hierarchy of Needs—



- There is an order of needs that people pass through.
- The order (levels) are needs and not wants.
- It is normal to need what is in the various levels.

(For example, it is normal to want to be popular and win medals and ribbons for achievement in the senior year of high school.)

Motivating Needs- needs that have not been satisfied.

- Money is a non-motivating need.
- Basic needs are related to the body and to feelings and are motivating needs.
- Esteem needs and self-actualization are strongly related to motivation.
- Self-Actualization is Maslow's category for higher-level needs (the needs to grow and feel fulfilled as a person).

The Hierarchy of Needs-

- **Level I - Physiological needs-** the most basic human needs. They include food, water, and comfort.
- **Level II - Safety needs-** the desires for security and stability, to feel safe from harm.
- **Level III - Social needs-** the desires for affiliation. They include friendship and belonging.
- **Level IV - Esteem needs** - the desires for self-respect and respect or recognition from others.
- **Level V - Self-actualization needs-** the desires for self-fulfillment and the realization of the individual's full potential.

True or False. Place a "T" for True or an "F" for False.

1. ____ Social needs are motivating factors according to Maslow.
2. ____ To reach the level of "Social or Love Needs," a person must pass through and satisfy the level of "Esteem Needs."
3. ____ Fair treatment and freedom from prejudice are needs and not wants.
4. ____ To grow and be healthy you must give love as well as accept and receive love.
5. ____ Esteem needs are closer to self-actualization than are love needs.
6. ____ When a person satisfies a "want," a need takes the place of the "want."

Match each numbered item below with the appropriate level of needs from the list. They are not in order.

- | | |
|-----------------------------|------------------------------|
| a. Social/Love needs | d. Safety/Security needs |
| b. Esteem needs | e. Basic/Physiological needs |
| c. Self-actualization needs | |

7. ____ Which need, according to Maslow, is developing your highest potential?
8. ____ Which need is most closely associated with rest?
9. ____ Which need is most closely related to recognition of hard work at a person's job?
10. ____ Reputation is most closely associated with which need in Maslow's Hierarchy?
11. ____ Freedom from war is most closely associated with what level of Maslow's Hierarchy?
12. ____ Fair treatment and freedom from prejudice are related most closely to which level of Maslow's Hierarchy?
13. ____ Giving of yourself, creativity, and appreciating the work of others is most closely associated with which level of Maslow's Hierarchy?
14. ____ You are a boss and have an employee who is a loner, does not talk with others, belongs to no clubs, and has no relatives in the town where you work. What level might the employee be on according to Maslow?
15. ____ An organized environment is most closely associated with which level of Maslow's Hierarchy?
16. ____ Respect of humans, as well as animals, is most closely related to which level of Maslow's Hierarchy?

17. ____ Viewing mistakes as learning experiences is most closely related to which level of Maslow's Hierarchy?
18. ____ What is the ultimate goal in life according to Maslow?
19. List two non-motivating needs.
20. A boss who recognizes/honors an employee who had helped another employee could be assisting the employee to satisfy any of three of the levels of Maslow's Hierarchy. **List the three possibilities.**

Mighty Maslow Quiz - KEY

True or False. Place a "T" for True or an "F" for False.

1. T Social needs are motivating factors according to Maslow.
2. F To reach the level of "Social or Love Needs," a person must pass through and satisfy the level of "Esteem Needs."
3. T Fair treatment and freedom from prejudice are needs and not wants.
4. T To grow and be healthy you must give love as well as accept and receive love.
5. T Esteem needs are closer to self-actualization than are love needs.
6. F When a person satisfies a "want," a need takes the place of the "want."

**Match each numbered item below with the appropriate level of needs from the list.
They are not in order.**

- | | |
|-----------------------------|------------------------------|
| a. Social/Love needs | d. Safety/Security needs |
| b. Esteem needs | e. Basic/Physiological needs |
| c. Self-actualization needs | |

7. C Which need, according to Maslow, is developing your highest potential?
8. E Which need is most closely associated with rest?
9. B Which need is most closely related to recognition of hard work at a person's job?
10. B Reputation is most closely associated with which need in Maslow's Hierarchy?
11. D Freedom from war is most closely associated with what level of Maslow's Hierarchy?
12. D Fair treatment and freedom from prejudice are related most closely to which level of Maslow's Hierarchy?
13. C Giving of yourself, creativity, and appreciating the work of others is most closely associated with which level of Maslow's Hierarchy?
14. D You are a boss and have an employee who is a loner, does not talk with others, belongs to no clubs, and has no relatives in the town where you work. What level might the employee be on according to Maslow?
15. D An organized environment is most closely associated with which level of Maslow's Hierarchy?
16. C Respect of humans, as well as animals, is most closely related to which level of Maslow's Hierarchy?

17. C Viewing mistakes as learning experiences is most closely related to which level of Maslow's Hierarchy?
18. C What is the ultimate goal in life according to Maslow?
19. List two non-motivating needs.
Money and status
20. A boss who recognizes/honors an employee who had helped another employee could be assisting the employee to satisfy any of three of the levels of Maslow's Hierarchy. **List three.**
Esteem / Love / Self-actualization

Maslow Poster Assignment

- ☐ You will be creating a small poster.
- ☐ Your poster needs to meet the following Assignment Criteria.

Assignment Criteria:

- ✓ Explain Maslow's Hierarchy of Human Needs through pictures.
- ✓ Poster must be neat and creative.
- ✓ On the back of the poster must be a written explanation of the poster, or you may attach a separate piece of paper with the explanation. The write up must be in complete sentences with proper grammar and sentence structure.

Adolescent Development

Each teenager is an individual with a unique personality and special interests, likes and dislikes. In general, however, everyone faces a series of developmental tasks during the adolescent years.

A teenager's development can be divided into three stages - early, middle, and late adolescence. The normal feelings and behaviors of adolescents for each stage are described below:

EARLY (12-14 years)

MOVEMENT TOWARD INDEPENDENCE

- *Struggle with sense of identity*
- *Moodiness*
- *Improved abilities to use speech to express one's self*
- *More likely to express feelings by action than by words*
- *Close friendships gain importance*
- *Less affection shown to parents, with occasional rudeness*
- *Realization that parents are not perfect; identification of their faults*
- *Search for new people to love in addition to parents*
- *Tendency to return to childish behavior, fought off by excessive activity*
- *Peer group influences interests and clothing styles*

CAREER INTERESTS

- *Mostly interested in present and near future*
- *Greater ability to work*

SEXUALITY

- *Girls ahead of boys*
- *Same-sex friends and group activities*
- *Shyness, blushing, and modesty*
- *Show-off qualities*
- *Greater interest in privacy*
- *Experimentation with body (masturbation)*
- *Worries about being normal*

ETHICS AND SELF-DIRECTION

- *Rule and limit testing*
- *Occasional experimentation with cigarettes, drugs, and alcohol*
- *Capacity for abstract thought*

MIDDLE (14-17 years)

MOVEMENT TOWARD INDEPENDENCE

- *Self-involvement, alternating between unrealistically high expectations and poor self-concept*
- *Complaints that parents interfere with independence*
- *Extremely concerned with appearance and with one's body*
- *Feelings of strangeness about one's self and body*
- *Lowered opinion of parents, withdrawal of emotions from them*
- *Effort to make new friends*

- *Strong emphasis on the peer group with the group identity of selectivity, superiority and competitiveness*
- *Periods of sadness as the psychological loss of parents takes place*
- *Examination of inner experiences, which may include writing a diary*

CAREER INTERESTS

- *Intellectual interests gain importance*
- *Some sexual and aggressive energies directed into creative and career interests*

SEXUALITY

- *Concerns about sexual attractiveness*
- *Frequently changing relationships*
- *Movement towards heterosexuality with fears of homosexuality*
- *Tenderness and fears shown towards opposite sex*
- *Feelings of love and passion*

ETHICS AND SELF-DIRECTION

- *Development of ideals and selection of role models*
- *More consistent evidence of conscience*
- *Greater capacity for setting goals*
- *Interest in moral reasoning*

LATE (17-19 years)

MOVEMENT TOWARD INDEPENDENCE

- *Firmer identity*
- *Ability to delay gratification*
- *Ability to think ideas through*
- *Ability to express feelings in words*
- *More developed sense of humor*
- *Stable interests*
- *Greater emotional stability*
- *Ability to make independent decisions*
- *Ability to compromise*
- *Pride in one's work*
- *Self-reliance*
- *Greater concern for others*

CAREER INTERESTS

- *Higher level of concern for the future*
- *Thoughts about one's role in life*

SEXUALITY

- *Concerned with serious relationships*
- *Clear sexual identity*
- *Capacities for tender and sensual love*

ETHICS AND DIRECTION

- *Capable of useful insight*
- *Stress on personal dignity and self-esteem*
- *Ability to set goals and follow through*
- *Acceptance of social institutions and cultural traditions*
- *Self-regulation of self-esteem*

Teenagers will naturally vary slightly from the descriptions above, but the feelings and behaviors listed for each area are, in general, considered normal for each of the three stages. The mental and emotional problems that can interfere with these normal developmental stages are treatable.

If a teenager seems very different from the descriptions presented here, it may be appropriate to consult a mental health professional.

Source: Information taken from American Academy of Child Psychiatry materials.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Childcare Issues.

DESIRED RESULTS FOR LEARNERS:

Students will understand the underlying issues which influence childcare decisions.

LEARNER OUTCOMES: Students will:

1. Become aware of the context involved in childcare decisions.
2. Examine the alternatives for childcare available to parents.
3. Consider the desired results of different choices of childcare for children and parents.
4. Analyze the consequences of action of children and parental roles when considering the various alternative forms of childcare.

SUPPORTING CONCEPTS:

- A. Reasons Families Use Childcare
- B. Challenges Arising in Childcare Situations
- C. Types of Childcare
- D. Common Indicators of Quality Childcare

BACKGROUND INFORMATION:

One of the most important decisions a parent makes is one of substitute childcare – who will care for the children during times the parent cannot.

The need for alternate care for young children remains strong due to the fact that many children live in families where the parents work away from home. Additionally, at-home parents may feel that their children can benefit from being with other children in a childcare setting. Childcare has become a service to families to provide custodial care, to stimulate learning experiences, to provide socialization opportunities, to enable parents to work, and to implement early childhood education principles (Berns, 2004) According to the 2002 Census, 62.9% of children under five were involved in some type of regular childcare arrangement.

Families have many choices in locating childcare since there are many types available. The three basic types of childcare are; (1) family childcare, provided in someone else's home, (2) in-home care, provided by a caregiver in the child's own home, and (3) center-based care.

Family childcare providers offer care for children in the provider's home. Most states require family providers be regulated if they care for more than four children. Minimum standards for safety, nutrition, and health are set by all states and many require providers to have a criminal

records check, food handler permit, infant/child first aid and CPR certification, and additional annual training hours. Parents might choose family childcare providers because they desire a home-like environment for their children. They believe that it is easier to relate to a single caregiver and that a smaller group will help children feel more secure and comfortable. Family childcare providers may also be more readily available, less expensive, or more flexible.

In-home caregivers, generally referred to as nannies, provide care in the child's home. Nannies may live with the family and be provided with room, board, car, etc., or may "live out," providing their own residence. This type of care is fairly expensive and does not give the child an opportunity to play with other children. Since most states do not regulate this type of caregiving, it is important for parents to check credentials and references before the person is hired.

Childcare centers care for children in one or more groups. States require centers to be licensed and inspected at least once a year to ensure that health and safety standards are maintained. Some child care centers are businesses run for profit while others are nonprofit, sponsored by churches and other organizations. Some businesses offer childcare as a benefit to their employees. Parents may choose child care centers because they believe that larger groups with multiple caregivers and state inspections are safer and more dependable, and provide a better learning environment for their children.

The issue of "quality" childcare is forever on the minds of parents and society. Since the word "quality" is a somewhat subjective term, just what does quality childcare entail? Quality care requires (1) a caregiver who is warm and nurturing and understands how children grow and develop, (2) an environment that is safe, and (3) activities that help the child develop physically, socially, emotionally, and cognitively. Several studies have concluded that three factors are the most significant in predicting the most positive child outcomes: (1) the size of the overall group of children, (2) the caregiver-to-child ratio, and (3) the specialized training in child development and/or early childhood education of the caregiver. Later studies confirmed that children in childcare settings that had smaller groups with trained caregivers were more cooperative, more involved in tasks, more talkative, more creative, and had greater cognitive gains (Ghazvini & Mullis, 2002).

Cultural sensitivity is an issue in childcare due to the diverse nature of our society today. Children come into care with a set of values, beliefs and practices that are unique to their own family and ethnic culture. Childcare providers will also have their own set of beliefs based on their own culture. Culture is so deeply embedded into one's existence, that it is often difficult to recognize the role it plays in determining how children are cared for. The childcare environment that supports the home culture provides consistency in children's lives and sends a clear message about who they are.

Choosing quality childcare that fits the individual needs of families can take some time. Child Care Resource and Referral (CCR&R) can provide referral information to families to help them make informed choices about child care in their community. It is essential that parents visit potential childcare providers before making a decision. Look around the facility. Is it warm and inviting? Consider space, safety, equipment, health standards, etc. In Oregon, family childcare providers caring for four or more children must be registered and child care centers must be certified. Ask about the qualifications and training of the caregivers, adult-to-child ratio and group size. Quality child care requires caregivers who understand how children grow and learn, who enjoy being with children and who communicate well with parents. As Fred Rogers said, "The caregivers in a child's early life will always be a part of who they are." It's important to choose carefully.

Experts recommend that parents stay involved in the program they have chosen for their children. Attending parent meetings, volunteering, and regular communication with the child's teacher can help provide the best care and education for the child.

Childcare issues are affected by public policy. In recent years much concern has been expressed about the impact of public issues and public policy decisions on families. Issues concerning child care availability, affordability, and options are examples of these issues. With the diversity represented in families, it is important that all families be represented in the policy making process if policies are to be of the greatest help to families and communities.

Teacher Preparation:

1. Think back on the experiences you have had in your (or your family's) search for childcare. What are some of the challenges you encountered? How did you feel about leaving your children with a caregiver? What choices did you have? How did your values affect your final decisions? What effects did the caregivers have on your children and your parental role?
2. Think of the students in your class. What kinds of childcare situations have they experienced? Are there any teen parents in the class? Look through the activities. Which ones would be most appropriate, considering the resources that are available in your community?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Reasons Families Use Childcare

1. **"Childcare Experiences":** Project the Alan Estrada cartoon (TM-1) on a screen. Have students reflect on personal childcare experiences they had as young children.
 - What do you remember about being cared for by someone other than your parents? (Caregiver/babysitter spanking you, threatening or ridiculing you, sending you to bed without dinner, ignoring you while talking on the phone or watching television, etc.).
 - How did these experiences make you feel?
 - What were the circumstances that created the need for your parents to use childcare? What do you think were your parent underlying values in deciding on childcare?
 - How do you feel about parents working outside the home?
 - Is there a difference in your attitude if children are infants? Preschoolers? School-age children? Why?
 - Who do you think should be chosen as a caregiver? (Family members, relatives, trained childcare personnel, etc.)
(*Awareness of Context, Alternative Approaches, Desired Results*)
2. **"Need for Childcare Services":** In small groups (2 to 3 each) have students conduct research regarding the factors which relate to the increased need for childcare services. Using the school computer lab, have students do their research online for the most recent information. Provide them with some key words or phrases, such as those below, to guide their research:

- Women, work and childcare
- Changes in women's labor force participation
- Working women and welfare reform
- Single parents
- Working mothers

Ask each group to take notes from their research on the topics listed below. When they have completed their research post five pieces of butcher paper around the room with the following topics at the top and have each group share the information they found.

REASONS FAMILIES REQUIRE CHILDCARE
 HOW THE NEED HAS CHANGED OVER THE PAST SEVERAL YEARS
 POSSIBLE NEGATIVE ASPECTS OF ALTERNATE CHILDCARE
 SOME MAJOR SOCIAL ISSUES THAT EMERGE FOR THE COMMUNITY,
 STATE AND NATION

(Alternative Approaches, Consequences of Action)

Supporting Concept B: Challenges Arising in ChildCare Situations

3. **"Problems of Working Families":** In small groups, have students suggest solutions and possible consequences to the following problem situations arising in a family with:

A. A single working mother or father. What can be done when:

- 1) A child becomes ill?
- 2) An in-family caregiver has to be gone for the day?
- 3) An out-of-town death occurs in the child's family?

B. Both parents working. What can be done when:

- 1) A child becomes ill?
- 2) The childcare center is closed for an emergency?
- 3) The neighbor who drives children to school will be one hour late?

C. A teenage mother attending high school. What can be done when:

- 1) The grandmother or baby-sitter is sick?
- 2) The car (used for taking the baby to grandmother's and to get to school) breaks down?

(Alternative Approaches, Consequences of Action)

Supporting Concept C: Types of Childcare

4. **"Types of Childcare":** In small groups have students research the following topics and prepare a presentation to the class on their findings. They can prepare a handout for the class, compose a transparency with the most important information, or create some other type of visual to summarize their findings.

A. Types of licensed childcare in Oregon with characteristics.
www.ChildCareInOregon.org

B. Childcare that does not require regulation in Oregon ("exempt")
www.ChildCareInOregon.org

- C. Types of childcare with advantages and disadvantages for each.
<http://parenting.ivillage.com>
www.childcareaware.org
www.childcareinfo.org
www.healthychildcare.org/childcaretypes
- D. Oregon Standards for School Based Programs
Oregon Department of Education
www.ode.state.or.us
Office of Student Learning & Partnerships; Teen Parent Programs
- E. What is the local Childcare Resource and Referral Agency; what does it do and how can parents use it to find childcare in their community.
www.oregonchildcare.org/ccrr.htm
- F. Head Start; what is it and who does it serve?
www.ode.state.or.us
Office of Student Learning & Partnerships; Oregon Head Start PreK Programs
- G. The Inclusive Childcare Program
Oregon Council on Developmental Disabilities
www.ocdd.org/inclusive_child_eng.htm
(Alternative Approaches, Consequences of Action, Desired Results)

Supporting Concept D: Indicators of Quality Childcare

5. **"Parent Interviews":** Assign students to interview a parent of a young child who used or is using some type of child care. If appropriate in your community, have them include interviews with specific cultural groups such as Hispanic, Russian, Southeast Asian, Native American, or African-American. Include such questions as:
 - What type of childcare do you use?
 - What were the three most important considerations in making the choice?
 - What are the benefits for your children?
 - What are some problems that have occurred? How did you solve them?

Lead a class discussion on the results of the interviews, comparing and contrasting the choices which might be apparent in different types of families.

If there is a local Resource and Referral Agency in your community, invite a member of the staff to describe how he or she assists parents in finding the kind of childcare they need.

6. **"Choosing Quality Childcare":** In small groups have students brainstorm what they think they would look for if they were choosing an appropriate childcare setting for 1) an infant, 2) a toddler, 3) a preschool child, and 3) a school-age child. Have them list their qualities on a sheet of butcher paper.
Prior to this activity the teacher should use the following online resources to obtain the latest information on selecting quality child care:

www.childcareaware.org (5 Steps to Choosing Quality Child Care)
www.brightfutures.org (Safe, Quality Child Care)

www.zerotothree.org (Choosing Quality Child Care)
www.nncc.org (Ingredients for Quality Child Care)
www.naccra.org (Is This the Right Place for my Child?)

Have students share the results of their brainstorm activity. Then provide the students with handouts from one or more of the above resources for them to compare with the results of their brainstorm activity. Discuss the checklists found online. Include, as part of the discussion, how they could educate parents of young children on how to choose the right childcare setting for their child.

(Alternative Approaches, Consequences of Action, Desired Results)

References:

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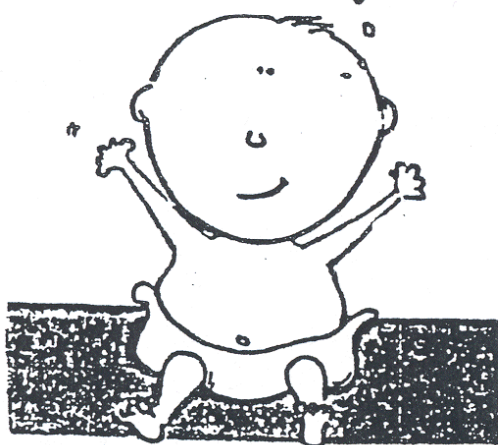
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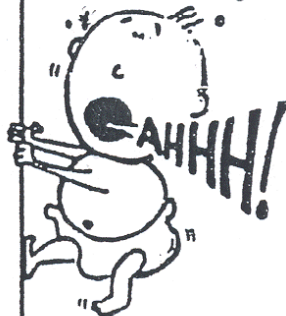
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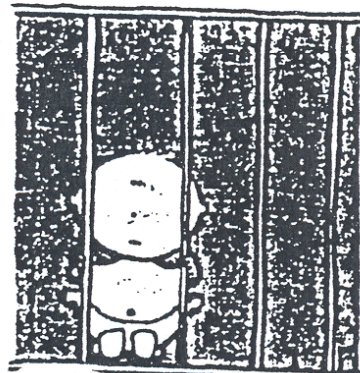
CHILD CARE IS GREAT BECAUSE IT'S WHERE I MEET FRIENDS AND DEVELOP MY EGO, AND STUFF LIKE THAT. IT'S WHERE I LEARN HOW TO COMMUNICATE AND GAIN A SENSE OF IDENTITY, WHERE I CAN EXPRESS MY UNIQUENESS, MY FEARS, HOPES, AND MY POTENTIAL AS A PARTICIPANT IN SOCIETY. IT'S WHERE I LEARN HOW TO ADAPT.



WITHOUT IT, I FEEL EMPTY AND THREATENED. I CAN'T COPE, SO I LOOK FOR ALTERNATIVE MEANS TO FILL MY FREE TIME, LIKE EXCESSIVE THUMB-SUCKING AND TRYING TO REACH THE TOP CUPBOARD IN THE KITCHEN.



WITHOUT IT, I JUST GET PUT IN THE THING THEY CALL A CRIB.



AES
ESTRADA 1988

ALAN ESTRADA, U. OF CALIFORNIA, IRVINE, SPECIAL TO U.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Communication Across the Life-Span

DESIRED RESULTS FOR LEARNERS:

Students will understand how to build satisfying, nurturing relationships through effective communication.

LEARNER OUTCOMES: Students will:

1. Explore the desired results in communication that promote satisfying relationships.
2. Become aware of change in communication patterns depending upon the context of the relationship and experience.
3. Analyze the consequences of ineffective communication.
4. Consider a variety of approaches to improving communication patterns in significant relationships.

SUPPORTING CONCEPTS:

- A. Importance of Communication
- B. Constructive Communication
- C. Non-verbal Communication
- D. Open Communication
- E. Communication Skills

BACKGROUND INFORMATION:

Historically, the family had five major functions:

1. To achieve economic survival
2. To provide protection
3. To pass on the religious faith
4. To educate its young
5. To confer status

These functions of the traditional family have either disappeared or become secondary and families have developed new functions more fundamental to family life today. There is no question that the family is changing; however, it is still in the family where we receive much of

our early and primary socialization. The role of the family is becoming more specialized. Its main contemporary function is the structuring of the personalities of young people and their stabilization as adults. Often the family unit is more isolated and this puts greater pressure on the individuals in the family to find emotional support from this immediate unit that was not characteristic of the past.

In the book *Traits of a Healthy Family* (1983) Curran identified the primary traits of a healthy family as communication and listening. These traits weren't even considered important traits a generation ago. She identified eight hallmarks of the family that is able to communicate and listen:

1. The family exhibits an unusual relationship between parents.
2. The family has control over television.
3. The family listens and responds.
4. The family recognizes nonverbal messages.
5. The family encourages individual feelings and independent thinking.
6. The family recognizes turn-off words and put-down phrases.
7. The family interrupts, but equally.
8. The family develops a pattern of reconciliation.

Communication is the largest single factor determining what kinds of relations people have with others. Satir (1988), author of *The New Peoplemaking*, emphasizes the importance of communication in the following statement: *"I see communication as a huge umbrella that covers and affects all that goes on between human beings. Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him in the world about him."* Poor communication is learned. Effective communication skills can be learned. Each of us interprets words and behaviors differently. The meaning of any word, action, or other nonverbal signal is dependent upon our own thoughts, attitudes, feelings, knowledge, and experience. The communication process becomes more complex because we each communicate within our own "frame of reference," which is the sum total of a person's experiences and knowledge. There is always communication. Even when they do not speak, people are communicating with others. Some type of message always gets through. Children, because of their lack of verbal skills, frequently communicate through behavior.

Destructive communication patterns are those that cause people to feel judged or blamed and unworthy. Constructive communication patterns are those that accept individual differences that promote feelings of self-worth, and help people talk and express their feelings.

Many times families have their own rules for communication (generally unspoken rules) that prohibit family members from expressing certain feelings, needs, or awareness. Children learn these rules regarding what can and cannot be talked about from their parents. These rules eventually become unconscious inhibitors that prevent people from sharing important parts of their experiences. Some examples of unhealthy rules that distort communication are:

It is wrong to:

1. Ask for help
2. Talk about hopes and dreams
3. Express anger
4. Ask for emotional support
5. Show that you've been hurt
6. Voice disagreement or bring conflicts into the open
7. Express fear
8. Show affection
9. Ask for attention

10. Directly express your anger

To survive in a family, children have to follow rules. The rules eventually drop out of the conscious level and become a hidden influence on communication. For parents and other caregivers, it is important to recognize that there is a direct connection between how children feel and how they behave, and that when children feel right, they will behave in an acceptable manner. Steady denial of feelings can confuse and upset children. It teaches them not to trust their feelings.

When parents and other adults talk to children, they frequently do not know how to handle the feelings children express. So, they respond in ways that block further communication. Some examples of these behaviors are:

Judging: "That's where you're wrong."
"You're too emotional."

These parents are interested in proving that they are always right and that the child is always wrong.

Advising: "Try asking Jack over here to play."
"Why don't you do your math first, when you're fresh."

These parents demonstrate that they have accumulated most of the answer and try to show how superior they are.

Placating: "Right, right, you'll feel better tomorrow."
"Uh, huh, these things happen."

The placator is always trying to please, never disagreeing, no matter what.

Blamer: "You never do anything right."
"What is the matter with you?!"

The blamer is the fault finder and seems to always be saying, "If it weren't for you, everything would be all right!"

Mind Reading: "He's just jealous of his sister."
"You are doing this to spite me."

Communication patterns in relationships can be changed to become more open and understanding. Communication that is open and honest can be risk-taking since you open yourself up to others by telling what you are feeling. It also has its benefits, because as people learn to communicate verbally and non-verbally, they learn to know themselves better. Communication can help build relationships which satisfy and grow as people learn to trust themselves and others in the process.

The idea of mutual respect is at the basis of effective communication. "Mutual respect" means that children and adults allow each other to express their beliefs and feelings honestly, without fear of rejection. Developing mutual respect will take some work if families or individuals have lived with lots of judging and blaming.

Active or reflective listening involves listening to the feelings behind the words of another speaker. This can be very hard. When most people listen, they listen only to the words that are being spoken. Becoming an effective listener requires concentration. It involves establishing

eye contact and a posture which says, "I'm listening." Sometimes good listening requires us to be silent and sometimes it requires us to respond. The communication process is always non-verbal as well as verbal. Our actions, facial expressions, and tone of voice communicate whether or not we are listening. We can communicate non-verbally through a smile, a frown, or a pat on the back. Active listening can be called "listening between the lines." The listeners can ask themselves, "What is she or he really trying to say?" "What is she or he feeling?" People can respond with either closed or open responses. A closed response is one which indicated that the listener has neither heard nor understood what was said and tends to cut off communication. An open response is one which indicates that the listener has heard what the other person has said and reflects the speaker's message in a way that clearly indicated the listener has heard the feelings between the words.

Active listening is a way of listening to a child that lets him or her know you are working to understand his or her thoughts and feelings. The adult should:

- **Make sure his or her body language says he or she is interested and listening.** Make eye contact with the child, turn his or her body toward the child and nod as the child is talking to let the child know he or she is listening.
- **Reduce any distractions that will keep from focusing on the message.** If it is not a good time to focus on the child's concern, postpone listening until a better time. Tell the child, "I will be better able to listen to you once I am done with _____."
- **Check-out what the child said:** "What I am hearing from you is" "It sounds like _____ was very upsetting for you."

One of the most destructive kinds of communication results in blaming and accusing other people. This kind of message is known as a "you message." "You messages" are common in all types of relationships, but are probably used most often in families. "You messages" are accusing and blaming and convey criticism of the person receiving the message. It suggests they are at fault. The person receiving a "you message" feels unworthy and judged by the other. In an "I message," people simply tell how a situation makes them feel. They tell how the other person's actions seem to them. The "I message" is a statement of fact about the speaker and is not as threatening to others. It is much more harmful to suggest that there is something bad about others because they behaved that way. "I messages" place control for action on the other person. This helps avoid power conflicts.

People may choose to continue to do something that you don't like, that hurts you, or that you disapprove of. However, they have done it knowing exactly what you think about them. You trust them to handle the situation well and to respect your needs. You give them a chance to act constructively to build your relationship. By sending messages that tell what you feel, you build intimacy with others. This leads to the kind of strong relationships which give the most satisfaction.

It is best to focus on the consequences the behavior creates rather than on the behavior itself. An "I message" generally has three parts. It can be constructed by following these steps:

1. Describe the undesirable **behavior** (rather than blame). For example: *When you don't come home on time, it makes me feel...."*
2. State your **feelings** about the consequences the behavior produces for you. For example: *"I get scared...."*
3. State the **consequence**. For example: *"Because I think something might have happened to you"*

Brisbane (2004) indicates that techniques for good communication depend somewhat on the child's age. Some general suggestions for young children are:

1. **Get on the child's level.** Sit or kneel so that you are eye to eye, not towering over the child.
2. **Be simple.** Use words the child can understand. Long complicated sentences are confusing. If you must give a child a long set of instructions, break it into steps and give one direction at a time.
3. **Be clear.** Think in terms of the child's point of view. A four-year-old child told to "settle down" will have little idea of what you mean.
4. **Be timely.** Young children shouldn't be expected to remember instructions given to them far in advance. Give directions at the time you want them carried out.
5. **Use action words.** Put them near the beginning of the sentence. "Please pick up your toys" is much easier to understand than a statement like "I need to get this room cleaned up, so wouldn't you like to help me?"
6. **Be positive.** Hearing a constant series of "don'ts" and other negative messages is discouraging. Instead of "How many times do I have to tell you not to slam the door!" try saying, "Please shut the door quietly."

As children get older, they often resist dialogue with their parents. They resent being preached to, talked at, and criticized. They feel that parents talk too much. Parents in turn become frustrated, realizing that everyday language is not adequate for communicating meaningfully with their children. One of the most important things to remember with school age children is to precede statements of advice or instruction with statements of understanding.

Communication is often difficult to achieve during adolescence. It is difficult for children and parents largely because the adolescent becomes increasingly independent of his or her parents. Parents should create an atmosphere in which teenagers feel comfortable about discussing their true feelings and in which parents feel secure about telling the teenager their own feelings as well. Some suggestions for communicating with adolescents:

- Discuss rather than lecture.
- Respect the teenager's privacy.
- Use language and behavior appropriate for an adult.

Communication does not stop when grown children move out of the family home. Parents do not stop caring, being concerned, worrying, and thinking about their children. The quality of communication between parents and their grown children depends on the patterns that have been established over the years.

TEACHER PREPARATION:

1. Think about your own problems with communication and your efforts to improve communication with others in your family, in close friendships, and in relationships at work. How did you do it? What assistance did you have that might be useful?
2. Reflect on the relationships your students are attempting to develop with others. How could

a better understanding of how we communicate improve those relationships at home, school, work, and with friends?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Importance of Communication

1. **“Communication: What is it?”:** Have students write down a definition of communication and have them discuss in small groups what is involved when communication takes place. Share the comments from the small groups with the entire class and develop a broad definition of communication, trying to incorporate all the components they have identified (listening, talking, hearing, seeing, body language, facial expression, voice tone, etc.).

Have students analyze the following analogy about communication from Virginia Satir:

“Communication is to relationships what breathing is to maintaining life.”

- What does she mean?
- How do we achieve this? Within this context, is it easier to understand why there is so much pain in human relationships?
- In what ways has communication changed in our relationships due to technology?
- What types of communication problems may technology contribute to relationships?

Have students develop their own analogy about communication. Have them write down or illustrate it in some way and share with the class. Next ask them to think about a relationship that is important to them and then describe how they could develop an ideal communication pattern with this individual or these individuals.

(Desired Results, Awareness of Context)

2. **“Power in Communication”:** Using selections from novels the students are presently reading in their literature classes, have them analyze the communication patterns depicted and suggest ways to improve those patterns. Some suggested novels: Harper Lee’s *To Kill a Mockingbird*--incidents with Calpurnia and the children, Jem and Scout; Mark Twain’s *Huckleberry Finn*—Chapter 1; and Anne Tyler’s *Dinner at the Homesick Restaurant*---the incidents on pages 34 to 38. These situations all relate to parent-child or caregiver-child communication in which power plays a part. Read one of these excerpts out loud to the class.

- How did the parent (or caregiver) make the children feel?
- What do you think they would have liked to say to their parent (or caregiver)?
- Why do you think the children allowed themselves to be treated this way?
- Why didn’t they speak up to their parent (or caregiver)?

(Awareness of Context)

Discuss the role of power in communication patterns. Have students make a list of people or positions that are dominant in our society and how these became dominant. Do the same for subordinate roles. Discuss how people can change roles. Think about different cultures and ethnic backgrounds as you are generating the list.

- In the previous selection, who is dominant?
- Who is temporarily subordinate?
- Who is permanently subordinate?

- What will change these rules?
- How might communication be improved?
- What suggestions would you have which would help improve the communication of the characters?

(Awareness of Context, Alternative Approaches)

Ask the students to reflect on their own lives and discuss how power in their relationships affects communication patterns (in the family, in the classroom, in peer relationships, in opposite sex relationships, on the job, etc.).

- In which situations do they feel less important?
- How does that affect the communication patterns and the self-esteem of the individuals involved?
- In which situation do they feel more dominant?
- Where do children pick up messages about not sharing power?
- What are the role models they see in the family and in society in general? Think of some examples on television and the messages they convey to children on a daily basis.

(Desired Results, Awareness of Context)

Students could be asked to role play these different situations to demonstrate how interactions change when they are in different situations or in different positions of power or dominance.

(Alternative Approaches, Awareness of Context, Desired Results)

They could also reflect on their interactions with children and how they can help children have some power in their lives. One way to do this and also help children develop autonomy is to give the children a choice in decisions that have to be made in their lives. It might seem inconsequential to ask a child whether he wants to wear his blue pants or his red pants, whether he wants a half glass of milk or a whole glass, his toast light or dark. However, to a child, each small choice represents one more opportunity to exert some control over his own life. Ask the students for examples.

(Alternative approaches, Desired Results).

Supporting Concept B: Constructive Communication

3. **"Identifying Feelings":** Reproduce the student resource, "Identifying Children's Feelings," (SM-1) for each student. Use this exercise to help students discuss children's feelings in some typical situations. There are no incorrect answers. Since people have trouble giving labels to their feelings, it might be helpful for the teacher to generate a list of feelings with the students prior to conducting this activity, using SM-2, "Feeling Words." Students may want to work in groups of two to discuss and share personal experiences that may help them better understand what a child might be feeling in each situation.

Examples of feelings the students might suggest when working on the worksheet are:

1. Glad, happy, relieved
2. Proud, confident, pleased
3. Afraid, fearful, nervous, apprehensive
4. Bored, restless, stumped
5. Inadequate, discouraged, envious
6. Defeated, discouraged, overwhelmed
7. Left behind, abandoned, lonely, jealous
8. Discriminated against, competent, confident
9. Guilty, regretful, sorry, repentant

10. Resentful, defiant, threatened
(Awareness of Context)

Now that students are able to identify feelings and understand how they relate to how a child acts and what he says, it is important to understand how to respond as the adult. Put up a transparency of "Teacher's Behavior Continuum" (TM-1). Go over the continuum with the students and then have them use the continuum to discuss the following scenarios.

- a. *Sara and Tommy are riding the tricycles outside on the sidewalk. Julie comes over and asks if she can have a turn. Sara says, "NO!!!" Tommy and Sara laugh and Julie runs over to you crying.*
 - b. *Several children have just built a boat in the block area. Nadia and Sergio spot the wooden paddle that was put in the block area that morning. They begin to argue over who will use it, and as their dispute begins to escalate into yelling, crying, and hitting, the high school buddy comes to assist.*
 - c. *Chris is sitting next to the teacher at large group. Out of nowhere, Rashell appears, squirms his body between Chris and the teacher, pushing and jostling everyone. "Hey!" Chris shouts, "I was here first!" With that he slaps Rashell. Rashell slaps Chris back and says, "There, now you know how that feels!"*
4. **"Listening":** Using the cartoon, "Please Listen to Me" (TM-2), have students discuss their own experiences of being ignored by adults as young children and their feelings related to that.
- Where and when did it occur? (Help them identify some situations where this might have occurred, e.g., in large family gatherings, going shopping with their parents as young children, going to the doctor or dentist, etc.)
 - What were the circumstances?

Write on the whiteboard or overhead projector the statement, "*Children are to be seen and not heard.*"

- Where do they think this came from and what was the purpose?
 - Did they ever find themselves ignoring children in social settings or other situations?
 - Why do they do it?
 - What is the message children get when they are not listened to by adults?
 - What are some ways children may respond to being ignored?
 - Do different cultures have different norms for listening to or ignoring children?
- (Awareness of Context, Consequences of Action)

Reproduce "Techniques for Improving Listening Skills," (SM-2) for students. Using these ten strategies, provide students with a scenario, and have them practice their listening skills. Engage students in a discussion about how they feel when something they have to say is being interrupted by someone's cell phone or electronic device. Have students come up with a list of "Do's and Don'ts for the Thoughtful Use of Technology."

Support Concept C: Non-Verbal Communication

5. **"Non-Verbal Messages":** In order to help students identify some of the messages people give in non-verbal communication, try these exercises:

- a) Divide the class into pairs and have one person stand and the other person sit on the floor in front of him or her. Ask them to carry on a discussion that might be typical of a parent-child interaction. The person standing typifies the parents. Stop after two minutes and have them discuss how it feels to talk in this position.
- b) Have the two people attempt to make hand contact. The one on the floor obviously has to hold his hand and arm up. The one standing has his arm down. Because the adult enjoys a more comfortable position with his arm down, he might find it difficult to realize the discomfort he is inflicting on the child. The child might struggle to get away, and the adult could become irritated at this "negative" behavior when all the child wants is to get comfortable.
- c) Have the "parent" and "child" get into the standing and sitting position again and look at each other for 30 seconds. Then break your eye contact and notice how quickly this change in position will give your neck, eyes, shoulders, and back some relief.

Imagine how easy it would be for an adult to interpret this action on the part of a child as disrespectful. On the other hand, the child trying to contact his parent could interpret his glancing away as interference or rejection. It would be natural for the child to tug at his parent for attention. This could annoy the parent to the extent that he would want to punish the child.

- What if the parent responds to the tugging by patting the child on the head?
- Would this be interpreted by the child as comforting?

Demonstrate a variety of different poses, gestures, stances, etc. that people use (such as hands on hips, arms folded across body, different facial expressions).

- What effects do these messages have on the person who receives them?
- Do other people always receive the non-verbal messages in the way the sender intended? If not, what is the effect or consequence of this?

Discuss body language parents often use with children to get a non-verbal message across. If students are working with children, have them do an observation on the body language people use with children. Why is it used? Also, have them observe the body language of the children with whom they are working. Since children frequently do not have the verbal ability to express their needs and wants, they use a great deal of body language. Students could do an observation on a child they are working with (at school, at home, as a babysitter, etc.) to help them better understand the way children communicate.
(*Awareness of Context, Consequences of Action*)

Supporting Concept D: Open Communication

6. **"Open Versus Closed Communication":** Select a current communication video; for example Level With Me: Honest Communication and show segments of the video illustrating each of the communication styles that can, when used consistently, thwart open and honest communication.

Review the six styles. Divide the class into small groups and assign students to write a role-play illustrating each style and prepare to present it to the class. When presented, class members will guess which style each role-play is illustrating. Have the class discuss why they selected the style they did. An alternative would be for the teacher to prepare the role-plays for each group to present to the class and follow the same process.

Supporting Concept E: Communication

7. **“Active or Reflective Listening”**: Using TM-3, discuss and illustrate active listening to the students. Once the class understands the steps divide them into pairs. Have students pick a person A and a person B. Explain that the students are going to tell each other about what they did this morning. Give the students one minute to do this. Have person A start first. When the one minute is over Person B will follow through with step four of the active listening approach. They will then switch roles.
(*Alternative Approaches, Desired Results*)
8. **“Paraphrases, Perception Checks, Turn-Offs”**: Words alone are often unclear. For this reason, it is important for people to clarify and qualify what they say. Likewise, it is important that the sender let the receiver know what is going on inside him or her. If verbal communication is to be reasonably clear, both the sender of a message and the receiver have the responsibility to make it so. Discuss:
- How many times do you have trouble getting your point across?
 - How often does your message turn out exactly the opposite of what you intended?
 - Can you think of an instance when someone misunderstood the “feelings” you were trying to get across?
 - How do you feel when people turn you off or tune you out?

Use “Paraphrases, Perception Checks, Turn-Offs” (SM-3) to help students practice their communication with others.

(*Alternative Approaches, Desired Results*)

9. **“I Messages”**: Discuss what happens to communication when people use blaming statements.
- How do you feel when someone blames you for something?
 - Why do people blame others?
 - Is it a habit?
 - Do we do it so we don’t have to accept responsibility?

On the board or on an overhead projector share the formula, just like in math, for constructing an “I message.”

1. When you(state the behavior)
2. I feel.....(state the feeling)
3. Because.....(state the consequence)

This communications formula allows the sender to share his or her feelings. Discuss why people might find communicating using a formula difficult to do. Reproduce SM-4 for students. Divide the class into small groups and have them prepare to demonstrate to the class “I messages” for each of the role plays.

10. **“Age-Related Communication”**: Parents need to adapt communication skills to fit the different age levels of their children. Ask students to think of several family situations which might occur at any age level—preschool through the teenage years, (e.g. the child’s room is messy, assigned chores have not been done, it’s time to turn off the television) List these on the board. Divide the class into three groups, one for each of the following age levels:

1. Preschool
2. School age
3. Teenage

Within each group, ask pairs of students to develop a skit depicting a situation. Taking on the role of either parent or child, have students present their skits to the entire class.

- What communication techniques were used by the groups? (Reflective listening? Using "I message," etc.?)
- How successful was the "parent" in gaining the "child's" cooperation in each situation?
- How was each technique adapted for the different age levels?
- How is communication different if the parent is single? A father? A mother? A step-parent?
- Why are there differences?

(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)

- 11. "Between Generations":** In addition to communication between parents and children at home, parents face communication challenges with their own parents.

Ask students to watch (or pre-record on video tape) a television show which depict grown children and/or grandparents as members of the cast.

- What communication skills are being used by the grown children?
- What communication skills are being used by the parents and the grandparents?
- Can you identify any non-verbal messages? Active listening? "I messages?" Turn-off phrases?
- Would you describe the communication patterns as open or closed? Why?
- What suggestions could you make which would result in better communication between family members?

(Alternative Approaches, Desired Results)

- 12. "Action Plan":** Have students make their own personal plan for improving their communication skills. This should include use of the following:

- a. Active listening
- b. Paraphrasing
- c. I messages
- d. Responding to non-verbal messages

Ask students to keep a weekly record of their attempts to use each of the above techniques. A suggested format follows:

- Describe the situation and people involved.
- State which techniques were tried.
- Describe how successful/unsuccessful the attempt was.

At the end of the week, assess progress:

- How many times did I remember to use one of the above techniques?
- How many times was I successful?
- How many times was I unsuccessful?
- What kind of responses did I receive from the persons I was communicating with?

- What do I need to focus on next week?
(*Alternative Approaches, Consequences of Action, Desired Results*)

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IDENTIFYING CHILDREN'S FEELINGS

Read each of the typical messages children send (first column) and write the feelings you think the child might have in the second column. There are no incorrect answers, so think about your own experiences when you were a child and try to remember how you might have felt in this type of situation.

Child Says:

Child is Feeling:

Example:

"I don't know what is wrong.

I can't figure it out.

Maybe I should just quit trying."

Stumped

Discouraged

Tempted to give up

1. "Oh boy, only ten more days until school is out!"
2. "Look, Daddy, I made an airplane with my new tools!"
3. "Will you hold my hand when we go into the nursery school?"
4. "I'm not having any fun. I can't think of anything to do."
5. "I'll never be good like Jim. I practice and practice and he is still better than me."
6. "My new teacher gives us too much homework. I can never get it all done. What will I do?"
7. "All the other kids went to the beach. I don't have anyone to be with."
8. "Jim's parent let him ride his bike to school, but I'm a better rider than Jim."
9. "I shouldn't have been so mean to little Jimmy. I guess I was bad."
10. "I want to wear my hair long. It's my hair, isn't it?"

[illegible]

FEELING WORDS

Upset Feelings:

Angry

Guilty

Anxious

Hurt

Bored

Miserable

Disappointed

Put Down

Embarrassed

Sad

Frightened

Unloved

Happy Feelings:

Accepted

Good

Capable

Happy

Confident

Proud

Excited

Loved

Glad

Satisfied

Teacher's Behavior Continuum (TBC)

TBC – Strategies to try in sequence when interacting with children.

Left side – least amount of intervention

Nondirective statement "James took the giraffe."	Directive statement "What can you do/say to get your giraffe back?"	Physical intervention "Tell James to give your giraffe back."
Control: child-----Control: adult		

Right side—the greatest amount of intervention

If the situation involves a dispute between two children deal with the "victim" (if there is one) first.

Remember that the goal is to give children the language tools to solve their own problems.

Physical intervention of the adult comes only after the child is unable to solve the situation on his/her own.

PLEASE LISTEN TO ME



TECHNIQUES FOR IMPROVING LISTENING SKILLS

Listening for Mastery: The art of listening is a crucial parenting skill that can almost always be improved upon. It requires lots practice, and can improve the quality of the parent-child relationship significantly when done well. (Macomber, 2003)

1. **Stop talking:** This is an obvious one, but often we talk over someone else in a conversation, especially children. We show caring for the concerns of children by listening to them without talking over them.
2. **Put all your energy into listening.** Turn off electronic devices like cell phones and iPods. When a child's conversation is interrupted by such technological devices, trust and self esteem are compromised. Although it's difficult for some, with practice, this can become effortless.
3. **Notice your own filters when listening.** We're all human and we allow some voices and sounds to be filtered out due to our concerns, past experiences, commitments we may be thinking of, perspectives, and moods. In addition, we all have "blind spots" where we simply tune issues out. Think of which of the above affect your listening skills.
4. **Don't argue, mentally, when a child is speaking.** Don't think about whether or not you agree or disagree with what is being said; simply let the speaker have his say.
5. **Inhibit your impulse to immediately answer questions.** Most of us want to be helpful. Many of us go overboard trying to fix what appears to be broken. A mother might ask, "When will you be home?" The answer, "11:00," misses Mom's concern for safety or her own issues. The quick answer to the question fails to reveal the concern. Asking Mom, "Why do you ask?" allows her to share her underlying concerns.
6. **Adjust to the situation.** Situations are almost never exactly what we perceive them to be. Suspending our going-in presumption of the situation allows us to newly perceive it. Listen with attention and intention.
7. **When in doubt about whether to listen or speak, keep listening.** Allow a child to completely finish a thought before jumping in with ideas, advice, or suggestions. Interrupted thoughts and words may not resurface, and the issue can go unresolved.
8. **With children, don't assume that you have anything to do but to listen.** Listening is sometimes all that children want from us. They perceive it as a gift from us.
9. **Work at listening.** It's an acquired skill, just like golfing or public speaking. With practice, and by not allowing technological interruptions to occur, we can master the art of this key communication skill.
10. **Listen generously, with a willingness to be influenced.** Keep open the possibility that we may not understand completely what is being said and why. Ask clarifying questions, like, "Why are you saying that? What makes you feel that way right now?" Use follow-up questions to learn more about what the child is really saying.

Active Listening Approach

1. STOP- what you are doing.
2. LOOK- at the person who is talking.
3. LISTEN – to what the person is saying.
4. RESPOND – to the person by:
 - Paraphrasing what they say
 - Asking clarifying questions

PARAPHRASES, PERCEPTION CHECKS, TURN-OFFS

Three skills will help you improve your communication with everyone. They are:

1. Knowing how to do a **Paraphrase** – letting the other person know what meaning his statement made to you.
2. Knowing how to do a **Perception Check** – learning how to describe accurately what the other person feels.
3. Knowing what **Turn-Offs** and **Tune-Outs** are – learning not to use them and knowing how they hurt other people's feelings as they hurt your own feelings.

Examples:

Statement or Message: *"This problem is much too hard for me."*

Paraphrase: *"Do you mean you would like someone else to do it for you?"*

Perception Check: *"Do you feel like you aren't smart enough to solve it?"*

Turn-Off: *"What else is new?"*

Statement or Message: (Student just before a new school year.) *"I had a terrible year last year."*

Paraphrase: *"Do you mean that your classes were too hard?"*

Perception Check: *"Do you feel like this coming year will be better?"*

Turn-Off: *"Who didn't?"*

Assignment:

Following are several statements – for each statement write a paraphrase, a perception check, and a turn-off. Turn-offs and Tune-outs are the most fun of all to write – we use them every day, like "So what?," "You don't say," and "Big deal!" Do we really need to use them?

Statement or Message: (Child to father) *"I don't ever get what I want."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"I don't like my lunch today."*

Paraphrase:

Perception Check:

SM-3 (*Continued*)

Turn-Off:

Statement or Message: *"I don't think today will be very good."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: (*Mother to small child*) *"That's an interesting drawing."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"I want to talk to you seriously."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"You're mean and selfish. I hate you."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: (*Child to mother*) *"John's mom lets him."*

Paraphrase:

Perception Check:

Turn-Off:

"I MESSAGES" – ROLE PLAYS

"I messages" tell how a situation makes you feel. "I messages" are statements about how other people's actions seem to you.

A. Imagine that you have received the following messages. Role-play an "I message" response to each situation. You will need to make up a specific reason for your response. Present to the class and have the class evaluate the role-play to be sure it meets the requirements of an "I message."

1. One of your teachers says, "Your work in my class has really gone downhill that last month or so. What seems to be the problem?"
2. Your friend says, "You haven't seemed very friendly lately. What's up?"
3. One of your parents says to you, "If you're going to live here, you've got to do your chores. You haven't swept the floor in over a week now."
4. Your mother says, "If you can't get in by 10:00 tonight, a school night, don't plan on going out at night for two weeks."
5. Your friend tells you she told a mutual friend a secret you had shared.

B. Imagine a situation that would bring the responses below. Role-play the situation but this time using an "I message" to share feelings about the situation. Present the role-play to the class as above.

1. "Not now. Can't you see I'm busy?"
2. "You'll just get in the way; maybe another time?"
3. "The answer is NO! Period! No more discussion."
4. "You have to clean up that mess before you can go anywhere."
5. "Where have you been?"

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Guidance and Discipline

DESIRED RESULTS FOR LEARNERS:

Students will understand the role of guidance and discipline in their own lives and become better able to appropriately guide and discipline young children.

LEARNER OUTCOMES: Students will:

1. Consider the desired results of being disciplined and the benefits to parents, children, and society.
2. Understand that different families, cultures, and ethnic groups may have different behavioral expectations for their children.
3. Understand that individual differences, situations, and circumstances will determine the most effective guidance techniques.
4. Examine some alternative approaches to these desired results.
5. Analyze the consequences of various approaches to developing disciplined individuals.

SUPPORTING CONCEPTS:

- A. Discipline
- B. Values
- C. Socialization
- D. Guidance
- E. Logical and Natural Consequences
- F. Punishment
- G. Positive Reinforcement
- H. Encouragement
- I. Behavior Related to Ages and Stages

BACKGROUND INFORMATION:

The teaching and guidance aspects of parenting are perhaps the greatest concerns that parents and caregivers have in adequately performing their duties. The issue of how to provide adequate and appropriate discipline in guiding children's growth and development is of primary concern to parents and others who care for children. The meaning of discipline is frequently misunderstood and commonly used interchangeably with punishment.

The term discipline is derived from an old English word and means "to teach or train." Discipline is teaching children the rules people live by and to become socialized into their culture. It refers to instructions and knowledge. It is one of the primary roles parents assume in the socialization of their children. Many parents feel uncomfortable with the word discipline because it recalls resentment and frustration from their childhood. It's often thought of as payment for being "naughty." Children must learn how to use desirable behavior and how to avoid undesirable behavior.

Socialization is a lifelong process and includes helping children learn to control their impulses and to acquire the social skills that will allow them to participate actively and fully in family life, work roles, and interaction with other people. Discipline, therefore, is learning to live in a social world.

The short term of discipline is to control a child's behavior while explaining what appropriate behavior is on a daily basis. However, the long term goal is to teach self-discipline and to help children take responsibility for their own behavior. This goal of self-disciplined individuals helps create a harmonious society. When the important aspects of a child's life and behavior are regulated by others, he or she will see no need to learn to control himself or herself, since others do it for them.

Punishment may restrain a child temporarily but it doesn't teach self-discipline. Punishment may make children obey the orders that are given, but at best it will only teach obedience to authority, not self-control that enhances self-respect.

Discipline is a long-term process that gradually leads to a child becoming responsible for his own behavior; he cannot learn self-control before he is mature enough to understand why it is a necessary ability to acquire. Teaching self-discipline requires time, patience, and respect for the individual. The process can begin at a relatively early age, but cannot be stabilized before a child can reason independently. Self control is based on the wish to act on the basis of one's own decisions, arrived at through one's own deliberations.

Children's misbehavior is caused by a variety of reasons. It may mean they are still learning the difference between right and wrong. It could mean they are upset, discouraged, or feeling rejected. It could also mean they are testing the limits or simply "acting their age." Often times what parents classify as "misbehavior" or "problem" behavior is merely an inevitable part of a child's normal development. It is frequently time limited and associated with certain transient periods of behavior. Understanding why children misbehave enables parents and other adults to be more effective in dealing with the behavior.

- **Children misbehave when they don't feel well.** Children need plenty of sleep, healthy foods, exercise, and fresh air every day. They're hard to live with when they don't get it. If you rule out sickness, children may need time outdoors or a snack to hold them over until the next meal.
- **Children misbehave because they lack knowledge and experience.** They make mistakes when they are learning new things but haven't learned how or when the new things are appropriate. Some mistakes call for patient explanations, others are best ignored.
- **Children misbehave when they are upset.** Children need order and routine to feel secure. They are upset by a new babysitter, a new baby, a sick parent, a family move, divorce or death.

- **Children misbehave when they are discouraged.** Sometimes families make a habit of giving mistakes all the attention. Without regular approval and praise for desirable behavior, children may think the only way to get attention is by misbehaving. Negative attention seems better than none at all. Kind words encourage; scolding discourages.
- **Children misbehave when they feel rejected.** All human beings crave love and acceptance and want it shown toward them. Feelings of rejection or of being unloved cause children to strike out with destructive or angry action. The feelings may come from harsh words or even having a new baby in the home.
(“Oregon’s Children”; OSU Extension Service)

The Gesell Institute of Human Development has identified a rather distinctive sequence of behavior stages which seem to occur repeatedly as a child matures. In these cycles of behavior, each age level has its own positive aspects but each also brings with it some undesirable behavior. There are some ages when the child seems to be in a stage of equilibrium, both with himself or herself and with the people in his or her world. In contrast, there are also alternate stages of disequilibrium when he or she appears to be unhappy, confused, or out of sorts (Ilg, Ames & Baker 1992). Being aware of these cycles should help parents choose discipline and guidance techniques appropriate for each age and stage of development.

It is important, however, for parents to understand that even though children follow a distinctive pattern that flows from one stage to another, they vary at the time in which they reach and leave each stage. Each child grows in his or her own way and progresses according to an individual internal timetable in intellectual, social, physical and emotional steps. Skills that come easily and early to one child may be difficult and come later for another child.

Each family will need to develop its own childrearing values. No one is able to produce a system of discipline and guidance that will work effectively in all families. Personalities, family background, values, and goals will influence the childrearing philosophy and methods adopted in a given family. It is helpful for parents to adopt a consistent plan of action for discipline to operate effectively and function for the benefit of all family members.

Parents will make decisions about their parenting patterns and attitudes based on their own socialization and past experiences. Developmental psychologist Diana Baumrind of the University of California at Berkeley has been studying the effects of various methods of discipline since 1960 (Mawhinney and Peters, 1986). She examined the behavior of children from preschool through adolescence at home and in the laboratory. She has investigated parents’ childrearing styles by interviewing them and by observing how they interacted with their children in real life situations. In this process she has identified three major patterns of childrearing.

The **authoritarian parent** attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard. Authoritarian parents are highly demanding and directive, but not responsive. They expect their orders to be obeyed without explanation. Rules are clear and unbending. Misbehavior is strictly punished. The parent does not encourage verbal give and take, believing that the child should accept the parent’s word for what is right. Children tend to be more anxious and unhappy with poor reactions to frustration. This style mismatches a rapidly changing society which values choice and innovation. Rebellion often results from strict punishment. Children raised to follow the “expert” easily copy anyone, including undesirable peers.

The **permissive parent** attempts to behave in a non-punitive, acceptant and affirmative manner towards the child’s impulses, desires, and actions. The child is given as much freedom as possible. There are few demands for household responsibility and orderly behavior. The permissive parent allows the child to regulate his own activities, avoiding any exercise of control and does not encourage him to obey externally defined standards. Misbehavior is usually ignored thus giving no information about expected behavior. With no intervention, the bully wins, while the passive child

loses, a perfect set-up to be a victim in later life. Aggressive patterns become ingrained when children are not guided to find acceptable ways to get desires met. Without clear limits, children get confused, feel insecure, and can make poor choices.

The **authoritative parenting style** is considered to be the healthiest and most balanced approach to parenting. Authoritative parents set and enforce limits, but they do so to protect their children. They also engage their children with reasoning when enforcing those limits. Learning to take responsibility is a high priority. Children are given lots of practice in making choices and guided to see the consequences of those choices. Misbehavior is handled with an appropriate consequence or by problem solving with the child to find an acceptable way to meet desires. Out-of-control children have a “cool-off” time: not punishment. Children are part of deciding how to make amends when someone or something has been hurt. Authoritative parents are both demanding and responsive; they are supportive, warm and communicate well, and are clear and explicit about positions. Children raised by this style learn to accept responsibility, make wiser choices, cope with change, and are better equipped to succeed in a work force which relies on cooperative problem-solving. Children raised with authoritative parents tend to have a lively, happy disposition, are self-confident about the ability to master tasks, have well-developed emotion regulation and social skills and are less rigid about gender-typed traits (i.e. sensitivity in boys and independence in girls). Authoritative parenting is best for today’s fast-changing information age where choice is constant and there is no longer just one “right” way.

Our current ideas of the nature of parent-child relationships have evolved over time and are frequently reflective of the changes taking place in society. Societal changes affect changes in the functions of families within society. Contemporary goals and expectations of childrearing may be uncertain because of rapid social changes occurring in our culture. A variety of contradictory views about children have given rise to a variety of theories of childrearing and show a wide swing from child-oriented to parent-oriented methods of care giving. Most current conceptions used by professionals in the area of child development and parent education are based on findings from behavior and social science research.

TEACHER PREPARATION:

1. Think about why discipline is important to children. Is it to control the behavior of the moment or to help them become better able to direct their own behavior and lives as they mature? Reflect on your own experiences in relation to discipline. What are your motivations and frustrations?
2. What do you think is the teenager’s attitude about discipline? Why do adults take the actions they do in regard to teenage behavior?

In preparation for this unit order the brochure from NAEYC (www.naeyc.org) called, “Helping Children Learn Self-Control: A Guide to Discipline” (single copies are 50 cents).

Reproduce the following online materials from the “Helping Children Grow” series by the Oregon State University Extension Service:

“Using Discipline Constructively”
“Finding Your Parenting Style”

Reproduce “You, Your Child, and Positive Discipline” (also available in Spanish) and Child Guidance Techniques available online from Oregon State University Extension Service.

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Discipline

1. **"Discipline – What is It?":** To help students clarify their own ideas about the meaning and purpose of discipline, have them each write down a definition of discipline on a 3 x 5 card. They do not put their names on the cards. Collect the cards and share some of the definitions with the class. Analyze the definitions and try to find common themes in all of them. Compare their definitions with the dictionary definition of discipline, which includes the elements of instruction and "disciple" (someone who follows the teachings of another).

After this discussion, ask if they believe there are rules developed in the name of discipline that are unnecessary and ineffective with children.

Ask students to reflect on rules that have been set by schools when they were in grade school, middle school, and high school, and analyze why they think the school authorities might have set these rules.

- Do they feel they were or are reasonable?
- How can high school students have a role in setting rules for the school?
- How does a parent know what are appropriate limits for a child?
- What considerations would be involved in limit setting?
- What is the result of lack of discipline? Give some examples in your school setting.

Have students give some specific examples. Ask them to think about the school setting they are in now and the results when people act in an undisciplined manner.

It would be important to help students see that the purpose of some rules is to protect children from harm and that some rules are set for young children because they do not have the judgment or have not reached a developmental level where they can make all these decisions for themselves. They lack experience to understand the consequences of their actions. The discussion should include strategies for helping children learn self-control. As children mature there will be a need for fewer externally imposed limits as they begin to internalize the standards set for them and become more able to make their own decisions.

Read together, as a class, the Oregon State University Extension Service brochure (available online), "You, Your Child, and Positive Discipline." Discuss the styles of discipline described in the reading. Using the examples below ask students to resolve the situations using positive discipline:

1. Mr. and Mrs. Oliver's two- and four-year-old children leave their toys strewn around the house. The parents find themselves frequently yelling at the children or picking up after them.
2. Every night at bedtime, three-year-old Sylvia tries to get her parents' attention by asking for a drink of water, to go to the bathroom, and so forth.
3. While having lunch at the kitchen table, four-year-old Mario accidentally spills his milk.
4. While shopping in a department store, four-year-old Maria begs for a toy. Her parents feel she has enough toys.

Reproduce copies for the class of *"Finding Your Parenting Style"* and *"Using Discipline Constructively,"* available online from the Helping Children Grow series by Oregon State University Extension Service. Have students work in cooperative groups of two to read the articles, discuss the questions "What is Discipline" (SM-1) and agree upon an answer for each question. Both students complete a worksheet as they discuss it in their

group. Prior to the class discussion collect one worksheet from each work group.
(*Desired Results, Consequences of Action*)

Supporting Concepts B, C and D: Values, Socialization, and Guidance

2. **"The Effect of Values on Childrearing Practices":** The following activity will help students think about the behavior they value in people and to understand that goals will not be the same in every family. The specific behaviors of adults, such as the guidance techniques that are used in a family, can shape a child's behavior. Therefore, discipline is a part of the socialization process of young children.

Introduce this activity by discussing the meaning of values and socialization. In preparation for this activity reproduce enough copies of "What Behavioral Characteristics Do You Value?" (SM-2) for the entire class. Cut the twelve traits apart; put each set of traits in an envelope, with the following directions on each envelope:

"In the envelope are twelve traits people might value in an individual. Remove all the traits and spread them out in front of you on your desk/table. Then arrange them in order of importance to you with the most important trait at the top and the least important at the bottom. Then write your top four traits on a clean sheet of notebook paper. On this paper explain why you think your top traits are important for individuals in today's society."

In small groups of 3 to 4 have students share their rankings (top four) and discuss why they think they are important. Have them discuss:

- What has affected their point of view?
 - Is it a message they heard from their parents, other adults, or someone they admire?
 - Is it a message transmitted by our society?
 - How does this occur?
 - Would you rank these traits differently if you were describing a child rather than an adult? Why or why not?
 - Would traits be ranked differently for different cultural groups?
 - Would you rank them differently for a woman or a man?
- (*Desired Results, Awareness of Context*)

3. **"We are a Family":** Children may become confused when there are different behavioral expectations within a family. Consistency in childrearing practices results in more security for children. How does a family arrive at some similar expectations? Using the assignment sheet "We are a Family" (SM-3), have students imagine that they are living in a family and have the responsibility for children. How might they arrive at some common expectations?
(*Desired Results, Awareness of Context*)
4. **"Values and Guidance":** To give students practice in thinking through family situations that require action on the part of parents, and to help them make the connection between family values and the kind of discipline and guidance parents may use, have them discuss the situations in "Values and Guidance" (SM-4) in small groups and then share their solutions and their rationale with the class. Help students see that there are different approaches to similar situations. Always ask them to think about the effect on the child involved in terms of self-esteem and future behavior.
(*Desired Results, Alternative Approaches, Consequences of Action, Awareness of Context*)
5. **"Effective Guidance":** To help students understand and identify ways in which parents and other adults can encourage the desired behavior and attitudes that a family might feel are important, ask them to recall situations that they have observed that involved young children.

They could also recall situations that they were a part of as a child where the action the adult took seemed to be effective in producing the desired behavior.

- What did their parents do that worked with them?
- Why did it work?
- What didn't work? Why not?
- What effects do these behaviors have on how the child feels about himself?

A basic motivation of human behavior is to achieve a sense of belonging. Rudolf Dreikurs observed children misbehaving and identified four goals of misbehavior related to the desire to belong – attention, power, revenge and displaying inadequacy. Some children believe they belong only if they are demanding and get attention. Some children seek control over others and their environment by having power struggles with them. Other children may believe that they can belong only by hurting others as they feel they have been hurt. The goal of this type of misbehavior is revenge. Children who become completely discouraged over time in their search for belonging may display inadequacy.

Use assignment sheet SM-5, "Case Studies," to give students some practice in thinking through how values, expectations, and behavior are related. Have the class work in small groups and suggest ways to handle the typical situations. Discuss as a class and ask students to explain why they chose the action they did and the values that underlie their decisions.

- What is the reason behind the child's behavior?
- What are the child's needs?
- What effect would the solutions have on the child's self-esteem? On their future behavior?

An easy response to discipline situations is that "a child just wants attention." Attention is a need for all children and is crucial to a child's development, ability to learn, and to the development of self-esteem. Have students think about a time when they've been told they are just trying to get attention.

- What do they remember about it?
- How did they feel?
- Who decides what too much attention is?

After a discussion of the possible solutions to these problem situations, ask the class to categorize the solutions into some common methods or ways to influence behavior. Examples include: communication, ignoring the behavior, providing a model of behavior for the children to observe, etc.

(Awareness of Context, Consequences of Action, Alternative Approaches)

6. **"Family Circus":** Using the Family Circus cartoon (TM-1), ask students to analyze the purpose of Dolly's action.

- Why is she putting up stars?
- Where do people learn the techniques they use?
- What are some other sources of information?
- How do parents determine what information to use?
- When have you experienced a "reward" (such as the one in the cartoon) from a teacher or parent?
- What were your feelings?
- What is the motivation of the adult for using such a system? Does it work?
- What are the positive and negative effects of this type of reward system?

(Consequences of Action, Alternative Approaches, Awareness of Context)

7. **“Child Guidance Techniques”:** Working in cooperative groups of two, have students read the Oregon State University Extension bulletin (available online) “Child Guidance Techniques” (Straatman, 1984) and complete the self-test together. Reproduce a copy of the self-test for each student. Using role play, ask how tone of voice and body language can change a positive into a negative technique.

As an alternate activity reproduce copies of SM-6, “Put-Ups Put-Downs,” and cut the terms apart. Post the titles on the white board and put the terms in a basket in front of the room. Ask students for a definition of a “put-down” and have them give examples. Do the same with “put-up.” Then ask for volunteers or choose students to come up and pick a slip of paper out of the basket, read it to the class and decide if it is a “put-down” or a “put-up.” Once they have decided where it goes tape the statement under the appropriate title on the whiteboard. Discuss the following with the class:

- Why did you place the statements where you did?
- What made the “put-ups” positive and the “put-downs” negative?
- How could some of the statements be considered both?
- How could positive comments assist in guiding a child?

Have the students write down the “put-downs.” Go over the first “put-down” on the list and talk about how to change it into a positive comment by recognizing the positive behavior that is seen and suggest a new approach to inappropriate behavior. For example, the “put-down” is “Be quiet!” Instead, reword to, “I really appreciate how Sally is listening so politely.”

Supporting Concepts E and F: Logical and Natural Consequences, Punishment

8. **“Natural and Logical Consequences”:** Help students compare and contrast the use of natural and logical consequences to more traditional methods of punishment, such as spanking, yelling, withdrawal of attention, intimidation, and bribery. To do this, assign students to complete at least three (3) readings from current and valid sources on the topic of guidance and discipline, especially on the issue of corporal punishment. Make copies of several current articles for distribution that you believe are the most effective, as a precaution against inappropriate sources on the internet. Finally, have students consider effective guidance techniques that were used in their families as they were (are) growing up. Some possible resources are:

The Parent’s Handbook by Dinkmeyer and McKay (see Resources)

“Using Consequences”; Iowa State University Cooperative Extension Service (online)

“Parenting Tools: Using Natural and Logical Consequences”; University of Minnesota Extension Service (online)

“Natural and Logical Consequences”; Provider-Parent Partnership, Purdue University (Online).

Using information from the above sources, have students complete a position paper that includes the following:

- How do the strategies you learned about address the short term goal of discipline (to control a child’s behavior while explaining what is appropriate on a daily basis). Which strategies best achieve this goal?

- Which of the strategies are most effective in helping the child achieve the long term goal of discipline (to learn self-control and become responsible for his or her own behavior). Why?
- Choose a method, or a combination of several methods, that you believe you will be comfortable in using with your own children some day. Explain why you chose the one(s) you did.
- How do the methods you chose as the most effective ones benefit society as well as the individual child?

Be clear about your expectations for the position paper. It should be well written with correct spelling and grammar and each of the above items addressed.

For the following class session, have chairs arranged on two opposite sides of the classroom as students arrive. Ask students to sit on the side that best describes how they feel about discipline and guidance right now, using their position papers as a basis. One side of the room should be labeled "traditional methods" and the other "natural and logical consequences." Facilitate a debate/discussion about this issue by asking one student to state his/her position and why. When that student is finished, he/she picks a student, who hasn't yet spoken, from the other side of the room to present his/her views. Continue this until everyone has had a chance to participate. Allow students to move and change positions during this discussion to further clarify their stand.

(Alternative Approaches, Consequences of Action)

Supporting Concept G and H: Positive Reinforcement and Encouragement

9. **"Catch Them Being Good":** Discuss with students a time when adults let them know their behavior was appreciated (for example, when they were young being thanked for picking up their toys without being asked or cleaning their room without a parent nagging or reminding them to do it).

Ask students to define the terms positive reinforcement and encouragement, and give examples of each. Discuss the effect on a child's self-esteem and behavior when they are used. How can this type of technique become manipulative?

Reproduce the observation form, "Guiding Behavior Observation Form" (SM-7), for each student and ask them to observe in a child care center, lab school, Sunday School or other situation where they can see children and adults interacting.

After they have completed the observation have them discuss their findings in class.

- Did they see adults using positive reinforcement and encouragement with children?
- What was the effect on the child?

(Alternative Approaches, Consequences of Action)

Supporting Concept I: Behavior Related to Ages and Stages

10. **"Going Through a Stage":** An understanding of stages of behavior can help adult caregivers and parents have some control over their own reactions to the child's behavior. By recognizing these behaviors as normal and transitory, parents can avoid setting them up as "mis" behaviors. Have students reflect on their own lives when parents may have said they were "going through a stage." What are some examples of these stages? *(Refusing to share belongings with playmates, using swear words, having an imaginary friend.)* Compile a list on butcher paper or newsprint and save for later use.

- Why is it important for adult caregivers and/or parents to be aware of normal

- age-related behavior?
- What are consequences for children if adults do not understand what to expect from them at certain stages of development?
- What are the consequences for parents? For society?

Resources available for this topic include:

Gesell Institute of Human Development series by Louise Bates Ames, PhD and Frances L. Ilg, M.D., for ages one through fourteen (i.e. *"Your Two-Year-Old: Terrible or Tender"*).

The "What to Expect" series by Arlene Eisenberg, Heidi E. Murkoff and Sandee E. Hathaway, B.S.N. (*What to Expect When You're Expecting*, *What to Expect the First Year*, *What to Expect the Toddler Years*).
(*Awareness of Context, Consequences of Action, Desired Results*)

- 11. "Stages of Development":** Show a current video on development during the first six years. After viewing the video use the questions in Directed Activity 10 to discuss the student's observations.

Using "Peaks and Valleys of Equilibrium and Disequilibrium" (TM-2) and "Cycles of Behavior" (SM-8), lead a class discussion on the Gesell Institute's theory of the developmental cycles of behavior.
(*Awareness of Context*)

- 12. "Great Expectations":** Have students complete the poll on SM-9, "Great Expectations." Cite incidents which students have observed when caregivers or parents used discipline techniques they felt were inappropriate to specific age levels, e.g., yelling at or hitting an infant for crying, punishing a one-year-old for dirtying his or her diaper, etc. Compile a list of discipline and/or guidance techniques they have observed parents or caregivers using to control behavior of young children. Discuss whether or not they think these techniques are age appropriate. Using the list of "stages" in Directed Activity 10, identify alternate methods for handling those problem behaviors.

- What are the consequences of each method? Short term? Long term?
- What are the values underlying the use of specific methods?
- How might the method change if the family structure was a single parent? A step-parent? A grandparent?

- 13. "Application":** Using the situations on SM-10, "Practical Reasoning Think Sheet," have students individually explain in writing why they think the child is behaving in this manner and how they would handle each situation. Then have students join together in groups of 3 or 4 and compare their responses. The "Practical Reasoning Think Sheet" is from the Introduction chapter of the Parenthood Education Curriculum on "How to Introduce Practical Reasoning to Students." Assign each group one of the situations in order to consider the *desired results*, analyze the *alternative solutions*, and look at the *consequences of action*.
(*Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action*)

- 14. Reflection:** Assign students to write a short paper in response to the following: "What techniques of discipline and guidance do you think will work for you as a parent or caregiver?" Have them give reasons for their statements.
(*Alternative Approaches, Desired Results*)

RESOURCES:

Crary, E. (1993) *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance*. Parenting Press.

Dinkmeyer, D. & McKay, G.D. (1989). *The Parent's Handbook: Systematic Training for Effective Parenting*. Minnesota: American Guidance Service.

Dreikurs, R. and V. Stolz (1990). *Children: The Challenge*. Plume Books.

Ilg, F.L., Ames, L.B., and Baker, S.M. (1992) *Child Behavior: The Classic Child Care Manual from the Gesell Institute of Human Development*. New York: Harper Collins.

National Association for the Education of Young Children. (1998) *Helping Children Learn Self-Control: A Guide to Discipline*. Washington, D.C.

Straatman, M. (1993) *Child Guidance Techniques*. A Pacific Northwest Extension Publication. PNW 64. Corvallis, OR: Oregon State University.

Group Names: _____

WHAT IS DISCIPLINE?

Resources for this activity: 1) "*Using Discipline Constructively*," from the Helping Children Grow Series from Oregon State University Extension Service, and 2) "*Finding Your Parenting Style*," from Helping Children Grow Series from Oregon State University Extension Service.

1. Why is there disagreement about what discipline means?
2. What is the short term goal of the guidance and discipline techniques people use with young children?
3. What is the long term goal of these techniques for young children?
4. Why is it important to understand the causes of children's misbehavior?
5. The best way to teach young children to become responsible is to let them make some _____ and _____. Give an example of how you might do this with a two-year-old child:
6. Redirecting a child can be an effective guidance technique. Describe a situation that might occur with a one-year-old child and how you could use redirection to prevent a problem.
7. Why do children need limits?
8. Too many limits can result in a child feeling _____.
9. Too much freedom can result in a child feeling _____.
10. Imagine that you are able to give parents of young children some guidance on finding a balance between too much freedom and too many limits. What would you tell them?

WHAT BEHAVIORAL CHARACTERISTICS DO YOU VALUE?

Directions to the teacher: Copy the words and descriptions and cut them apart so each student will have a set of twelve in an envelope with directions for the assignment on the front of the envelope.

Directions to the student: In the envelope are twelve traits people might value in an individual. Remove all the traits and put them in order of importance to you. Put the most important trait at the top and the least important at the bottom. Write your top four on a clean sheet of notebook paper.

Adventurous (exploring, risk-taking)

Ambitious (hard-working, aspiring)

Creative (imaginative, experimental)

Efficient (quick, organized)

Cooperative (able to work with others)

Independent (self-reliant, self-sufficient)

Responsible (can be counted on)

Polite (courteous, well-mannered)

Tolerant (able to accept differences)

Honest (sincere, truthful)

Courageous (stands by beliefs, takes risks)

We Are a Family

Directions: Working in small groups, imagine that you are a family. Families have the responsibility for socializing young children and teaching them acceptable ways of behaving. There are many different ways to raise children, but each approach is based on a set of values, recognized or not, that are used to guide a child's development. It is important that a child receive consistent messages from parents regarding the expectations of society.

1. In your group, use the behavioral traits from SM-2, "What Behavioral Characteristics Do You Value?" and try to agree on a list that you would support in your "family." All should discuss their rationale for the traits they chose before starting to rank them as a group. How do parents that you know reach agreement on expectations for children? (Remember you are trying to simulate what could actually go on in a family.)
2. Discuss the effect of conflicting values and expectations in families. At what period in a child's life is conflict between parents and children most evident? Think about your own experiences, how you responded to this conflict, and how your parents or other adults responded? How can families develop strategies for resolving problems resulting from conflicting values?
3. How are the behavioral traits which your group has identified as important, developed in young children? Discuss the top five behavioral traits identified by your group. What happens when parents say these are important traits and then do nothing about it?
4. What are some guidance techniques that would foster the development of these specific behaviors and traits in young children? Write down some specific suggestions and relate to situations you might encounter with young children in your family. (If honesty is important in your family, what do you do about a child lying?)
5. Discuss how cultural attitudes, religious beliefs, and even the time in which we're living influence which traits we believe are important.
6. Have you ever heard your parents say, "When I was your age, I wouldn't have been able to _____!" or, "I would never talk to my parents like that when I was young!" Share some of the differences between when your parents or grandparents were young and how things are now.

VALUES AND GUIDANCE

Directions: *As a group, generate a list of values that a family might wish to emphasize in each of the following situations. Then discuss the desired results your group would like to achieve in this situation and the method or techniques you would use to reach those results.*

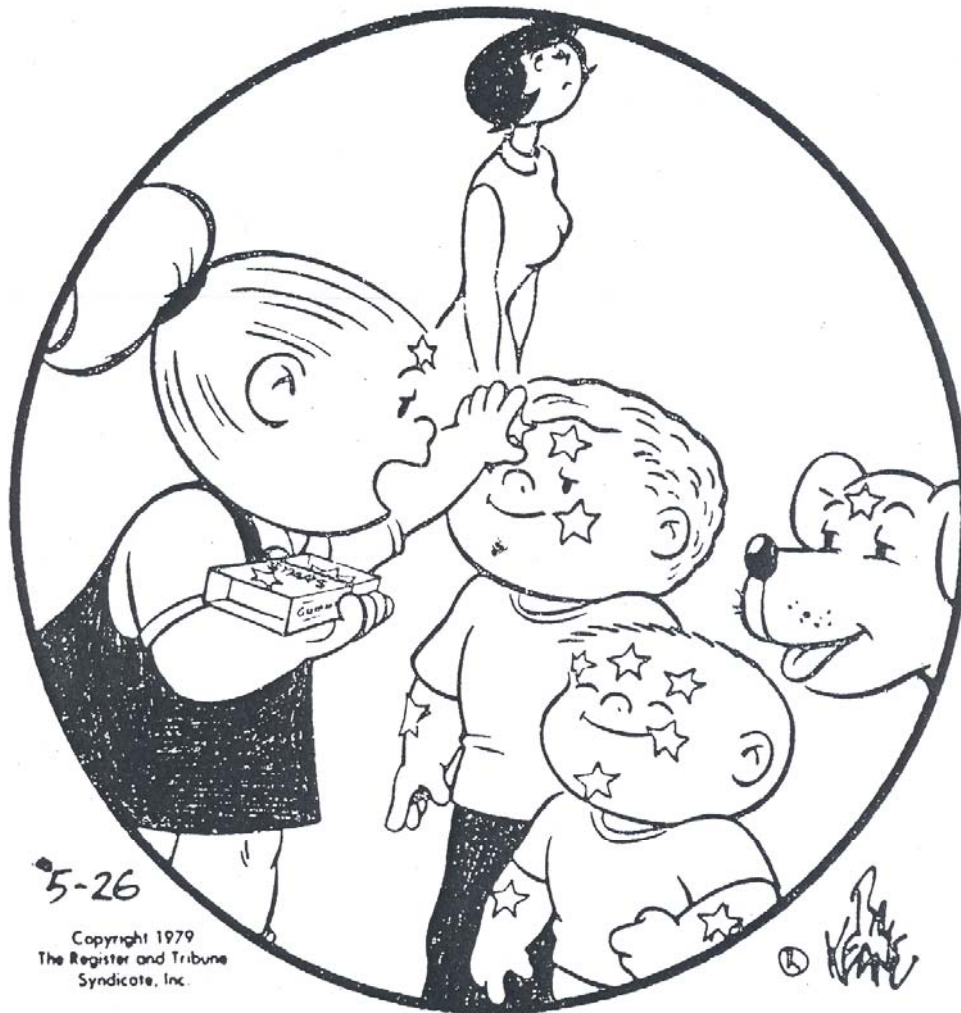
1. Your 17-year-old son has had two car accidents. He comes home and tells you that he hit and damaged a parked car, and then drove away. He knows whose car it is. If you report it, your insurance will be cancelled and he will lose his driver's license. What would you tell your son to do?
2. Your family has a very low income. Both parents are unemployed because their family-owned business recently closed. It has been a very difficult year. You have a 10-year-old child who has grown rapidly and is too big for her clothes. One day she comes home with a jacket that fits very well and is badly needed. When you ask where she got it, your child says that she found it in the park. What would you do? Why? What are the consequences of your action?
3. You have a 6-year-old son. From a window, you are watching him play in your back yard and hear him call one of the children he is playing with names you feel are unacceptable. What would you do? Would it make a difference if your son knew you were watching?
4. Your 8-year-old child has just purchased a toy and he comes over to you to show you the toy and says, "Guess what, mom. The clerk gave me \$3.00 too much in change." What would you do?
5. You took your 5-year-old child grocery shopping with you at a grocery store which is a 30-minute drive from home. While you were there, you allowed your child to walk around the store and look at things in other aisles. When you get home, you discover your child has taken a \$1.29 cent pencil without paying for it. What would you do?
6. Your 18-year-old son has a research paper due tomorrow. When you go to talk with him, you discover that he is copying someone's term paper that had the class a year ago. He tells you very honestly that he didn't do any research so he couldn't get it done. A good grade in this class is critical for him to get a scholarship to college. What would you do? What message are you giving your child that will carry into his future?

CASE STUDIES

Directions: *Discuss each of the following examples in your group and suggest ways you might handle the situation. As you discuss them, think about the values you have for children and the expectations you might have for their behavior. Have one person in your group record your group's suggestions. Be prepared to discuss your suggestions with the class.*

1. A mother is shopping in a grocery store with her two children (ages 3 and 5). She is in a hurry and the children are very active. The 5-year-old is constantly asking for some money to buy a treat.
2. A 4-year-old has just picked up all the blocks he was playing with and put them away.
3. A 2-year-old in the family has decided he wants to dress himself this morning. The parents need to leave for work in 15 minutes and they have to take their son to the child care center on the way. Their child has only his socks and underpants on, and whenever they offer to help, he refuses and says that he wants to do it himself.
4. A 15-month-old child has become very mobile and is starting to touch and taste everything she can get her hands on. This family has lots of plants in their home and many of them are on the floor. The toddler is able to get into the planting mix and has been found putting pieces of the leaves in her mouth.
5. Two children are playing together at your child care center when one of the children refuses to do what the other child suggests. The child who is making the suggestion then says, "If you don't do it you won't be my friend anymore." As the teacher, what would you do? Would the situation be handled differently if the child who is making the suggestion is white and the other child is Hispanic?
6. A 5-year-old child has been put to bed and his mother, who is a single parent, is trying to catch up on her housework. The child continues to call to the parent that she needs a drink of water or has to go to the bathroom.
7. A first grade child arrives home from school with a toy that you have not seen before. When you ask him where he got it, he says that a friend gave it to him.
8. Two children are using the only two swings in the playground at the child care center. They continue to stay on the swings even though several children are waiting to use them. They refuse to let anyone else use the swings.
9. A 14-month-old child is playing near a baby in an infant seat. The toddler goes over to the infant seat and starts hitting the baby in the face. The toddler does not realize how forcefully he is hitting the infant.
10. Three preschool children are playing on the climbing structure at the child care center playground. One of the children, who is Asian, is being teased about her facial features, particularly her eyes.

THE FAMILY CIRCUS



"... and here's a star for you, Jeffy, for picking up your toys, and another one for eating your lunch, and ..."

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Put-ups

You're on the right track

Tell me about it.

That's it!

You did it!

You made a sky!

I like the way you're listening.

You did that very well.

Keep on trying.

Thank you for listening.

Put-Downs

What a mess!

Good girls don't tatttle.

Boys don't hit.

Don't do that!

Wait until your mom finds out!

Quit talking!

You're not paying attention.

Stop it.

What did you do this time?

GUIDING BEHAVIOR OBSERVATION FORM

Directions: *Observe children in a natural setting and describe their activities in detail, paying particular attention to their body language and facial expressions as the adults interact with them. Look for examples of ways that adults use or do not use positive reinforcement and encouragement to develop positive or negative behavior patterns. Record the child's reaction to each of the examples.*

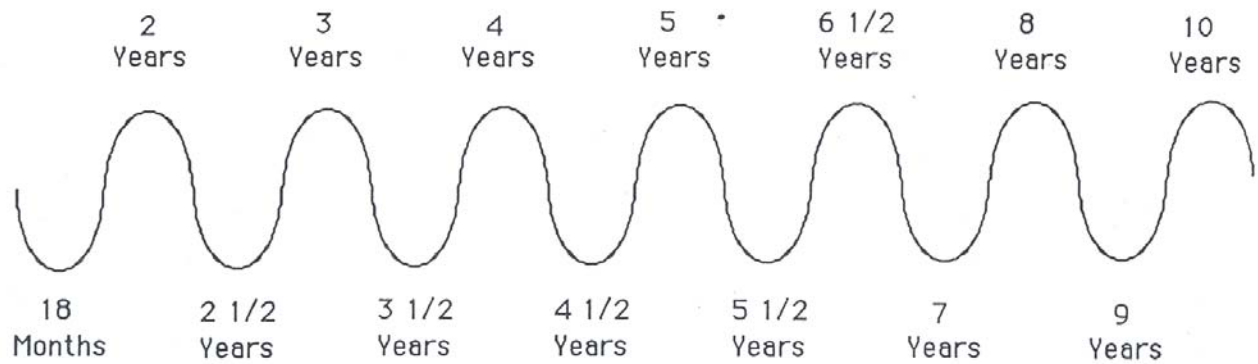
Examples:

- A. The teacher pours milk for 3-year-old Tim. She says, "Tim, let me pour your milk so that you won't spill it. It is too much work to clean up the mess if you spill." (Negative message; how does the child respond?)
- B. The teacher places a small pitcher and small glass near a 3-year-old's plate. She says, "Tim, I will pour some milk into your pitcher, and then you may pour your own milk." (Time spills a little on the table.) The teacher says, "Oh, that's okay. It was just an accident. Here is a sponge to wipe up the spill." (Positive message; how does the child respond?)

- 1. Describe the setting:
- 2. Give the ages of the children:
- 3. In your observation, find at least three examples of positive and negative reinforcement and record:
 - a.
 - b.
 - c.

Peaks and Valleys
of
Equilibrium and Disequilibrium

Equilibrium



Disequilibrium

CYCLES OF BEHAVIOR

The characteristics listed below are trends, not absolutes, and the ages are averages. Each child and each family are unique.

Under 1 year: There is rapid growth and development in all areas. Baby probably is creeping, crawling, standing, waving “bye-bye,” reaching, hanging onto toys, maybe crying at stranger’s approach, and laughing with the family. The baby’s system is not prepared yet for toilet training.

18 months: An age of frustration and greater enthusiasm than ability. The child often does the opposite of what you ask. “No” is a frequent word. He or she is easily frustrated, is not likely to share, needs things now, and has lots of energy. It’s easiest on everyone if expectations are low and demands are few at this age.

2 years old: Some equilibrium at this age. Two-year-olds can do more, they have more language so they can be understood better, and their temperament is more even than the 18-month-old.

2 ½ years old: Rigid, inflexible, demanding, violent emotions, opposite extremes. This is a difficult age. The child needs to have things just a certain way—the cup needs to be in the right place, the child needs to make decisions, like “me do it myself,” and familiar things need to happen over and over, such as having a story read again and again for weeks. The child is energetic and the household is more peaceful when everyone tries to see the child’s point of view and not fight it.

3 years old: Temporary equilibrium. Noticeably increasing abilities in thinking, language and physical coordination help make this a more peaceful age. The child is more conversational and social. He or she may begin to share and to be a more outgoing and playful companion.

3 ½ years old: Insecurity, disequilibrium, lack of coordination. This child may feel emotionally insecure, saying, “You don’t love me,” and make lots of demands, such as “Don’t look,” or “Don’t talk.” She or he seems to need exclusive attention or is jealous and may be physically awkward. The child needs additional patience, understanding, and affection at this age.

4 years old: Out of bounds. This child is the opposite of the 3 ½-year-old. He or she seems overly confident, challenging, exuberant, defiant, violent, imaginative, and boastful. His or her language can be shocking. Needs expanding limits so he or she can challenge his or her abilities, but firm guidelines and much patience are probably needed. (“This too will pass.”)

4 ½ years old: An unpredictable age. This is a more inward age than 4. Children may talk a lot, ask many questions, and try to make sense out of the world, including concepts of what is real and what is not.

5 years old: An age of equilibrium. All aspects of development seem even at this time. The child seems confident, secure, capable, and content.

6 years old: An age of violent emotions and opposite extremes. This child says “I love you” one minute and “I hate you” the next. He or she is very rigid in demands, much like the 2 ½-year-old. The child wants to be the best, to be right, and is energetic and ready for anything new. The child seems to act the worst with his or her mother at this age.

7 years old: An inward age. The child is calmer than the 6-year-old, but is also often demanding too much of himself or herself, often feeling unloved and picked on. The child needs patience and kind concern.

8 years old: An exuberant, expansive, and speedy age. The child seems excited about new activities, but seems to fall short at the end. He or she may dramatize the failures, saying, "I never do anything right," but be ready to try something else enthusiastically the next day. The child cares about what others think of him or her and he or she still demands much from his or her mother.

9 years old: An age of independence and quiet or active rebellion. The child seeks friends over family and wants to be treated as a maturing person. The child may worry, take things hard, and be anxious. He or she may meet unpleasant situations with complaints of physical discomfort.

10 years old: An accepting, cheerful, well-balanced age. This child is often in good relationship with and accepting of parents and is generally pleased with the world. The child is flexible and doesn't take things too seriously. This is often an enjoyable year between parents and child.

(Adapted from *Child Behavior*, chapter 2, by Ilg, Ames, and Baker. 1981)

GREAT EXPECTATIONS

"Sometimes children misbehave simply because they are curious, tired, sick, clumsy, trying to be helpful, or don't know the rules. In these cases the behavior we find troublesome isn't misbehavior at all. We simply have unrealistic expectations."

React to the following statements describing children between the ages of one and two by placing a check mark to the right of each statement indicating whether you disagree, agree, or don't know.

	Disagree	Agree	Don't Know
1. He or she is old enough to learn not to touch forbidden objects.	_____	_____	_____
2. He or she is interested in playing with children.	_____	_____	_____
3. Most children this age will stay dry all day.	_____	_____	_____
4. It is too early to start toilet training a child of this age.	_____	_____	_____
5. The child's appetite is larger at this age than when he or she was an infant.	_____	_____	_____
6. Temper tantrums are not unusual for this age.	_____	_____	_____
7. Redirection and distraction are successful guidance techniques for this age.	_____	_____	_____
8. He or she is old enough to respond well to verbal commands.	_____	_____	_____
9. He or she should no longer be sucking his or her thumb.	_____	_____	_____
10. Physical barriers (e.g. gates) are an acceptable way to control boundaries.	_____	_____	_____

PRACTICAL REASONING THINK SHEET

Referring to your discussion of the practical reasoning process, use the following situations in your group to consider the *desired results*, analyze the *alternative solutions*, and look at the *consequences of action*.

1. Chelsea is 9 months old, beginning to crawl and pull herself up on furniture. She and her mother are visiting a neighbor. There are breakable items on the coffee table, books and magazines on end tables, and low bookshelves.
2. Thomas is a 1-year-old and has just begun to drop things on the floor very systematically from his high chair and crib. His parents are becoming exasperated over his behavior.
3. Manny is sitting in the living room reading when his 16-month-old daughter, Maria, comes into the room. Manny says, "Now remember not to go near the stereo!" Maria hadn't been thinking of the stereo at all, but she now turns and moves slowly toward it.
4. Jessica, age 2 ½, is taken to a child care center each day during the week while her parents work. She has begun to bite her older brother when she gets angry with him.
5. Three-year-old Andrew is in the sandbox and refuses to share the dump truck with Susan, another 3-year-old. There is a tug of war going on.
6. You hear your 4-year-old brother using "bathroom" words and swear words with the neighborhood children.
7. Five-year-old Sara is riding a friend's bike without permission.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Play

DESIRED RESULTS FOR LEARNERS:

Students will understand how in play, children expand their understanding of themselves and others, their knowledge of the physical world, and their ability to communicate with peers and adults.

LEARNER OUTCOMES: Students will:

1. Explore the role of play and play activities in children's lives.
2. Examine the position adults hold in a child's play.
3. Become aware of how enrichment activities assist in the development of a child.
4. Consider the variety of methods of improving children's development through play.

SUPPORTING CONCEPTS:

- A. Importance of Play
- B. Stages and Types of Play
- C. Parent / Adult Role
- D. Enrichment Activities

BACKGROUND INFORMATION:

Play is something that adults rarely find the time to do. Play by many is considered a waste of time when one should be working. This idea has been perpetuated throughout history. Play has not been researched until recently. "Play, even for children, was not accepted in early history because children were expected to work" (Decker, C.A., 2004). According to *The Merriam Webster Dictionary* play is "to engage in recreation; handle or behave lightly, or absentmindedly; to take advantage (on fears); to move or operate in a brisk or irregular manner." These definitions of play encourage the historical perspective that play is nothing but an impractical use of time. Many times parents of young children assume that because a child is playing he or she is not learning, when in fact, play is the essence of learning. Play is not impractical nor is it negligent. Children are naturally curious and therefore are born ready to learn. Play allows children to interact with the world of people and objects through their natural curiosity. Play can take the form of concepts learned, word play, and problem solving games (Decker, C.A., 2004).

Play encompasses all areas of development. Through play children are able to increase their understanding of themselves and others, their knowledge of the physical world, and their ability to communicate with peers and adults (Fernie, D., and Unknown). While children are involved in pretend play they build their passive and active vocabulary and use mental representations through symbolic play. Play allows children to build social skills and self-concept through conflict resolution and negotiation. Children are able to use their words to solve problems while learning what behaviors are socially appropriate.

Mildred Parten and Jean Piaget each have theories on play. These play theories are different from each other yet have similar properties and both mirror a child's development. In order to understand the importance of play one must examine the play stages that children go through and how they relate to the areas of development.

In addition to the play theories by Parten and Piaget, researchers also believe other types of play are important in a child's social and cognitive development.

Adults have a significant role in a child's play. It is the adult's responsibility to provide time, space, and materials for a child's play. Adults need to allow a great deal of free expression for play. An adult's attitude about a child's play can either hinder or encourage the naturally curious child's explorations. "Adults can provide many learning experiences that enrich children's lives. They can encourage creativity with the types of play they provide and the ways they value these activities. When children have experiences with art, music, science, and literature, they learn aesthetic, creative, and scientific concepts" (Decker, C.A. 2004).

Parents play a critical role in their children's development and are responsible for their children's environment. Parents are their children's first and most important teacher. Children develop within the context of their family and their development is affected by the nature of the relationship with their parents. In a review of the literature on caregiver-child interactions during play, O'Reilly and Bornstein (1993) affirmed the central role of parents in developing their child's cognitive abilities through warm, supportive interactions in various types of instruction. In the context of play, children are receptive to parental suggestions, and they play in a more sophisticated manner when their caregivers join them (O'Reilly & Bornstein, 1993). As the specific nature of parental goals differs across cultures, so does the parents' particular emphasis during play interactions with their child. However, it seems to be true universally that parental support, whether it is direct or indirect, enhances the quality of a child's play experience. Parental support of children's play is extremely important, but the actual means of support, whether through the provision of time, space, materials, or social partners, varies widely and appropriately by culture (Vandermass-Peler, 2002).

TEACHER PREPARATION:

1. What are your memories of play? Who played with you most often? How did your family view or value play?
2. What cultural backgrounds do your students come from? How might play hold a different value for them?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Importance of Play

1. **“Play – What is it?”:** To help students clarify their own ideas about the meaning and purpose of play, have each student write down on a piece of paper the following sentence prompt: “Play is a child’s...” Write the responses as a word collage on a piece of butcher paper or on the whiteboard under the sentence prompt. Discuss with the students the word collage.

- What memories do you have of playing?
- Who played with you most often?
- What role did or do your parents or adults hold in a child’s play?
- How does your sentence relate to what you experienced as a child?
- What benefits do you see in play?

Use your classroom set of textbooks or provide students with articles that are researched-based about the importance of play (sample websites are at the end of the curriculum). Have the students read and then create with a partner a mini poster that answers the following questions:

- Explain the following quote about play, “A child’s work is all play.”
- In what ways does play relate to Erikson’s stages of social-emotional development?
- How does play benefit a child, a parent, and society?

Have the students present their poster to small groups and then post in the classroom.
(*Awareness of Context, Desired Results*)

Supporting Concept B: Stages and Types of Play

2. **“Stages of Play”:** An understanding of the different stages and types of play can help students and adults have appropriate expectations and understand how to provide positive guidance during play. Use a video or recorded clip of infants, toddlers, or preschool children playing (videos can be bought online, videoed of children in a childcare center/preschool, or obtained through the local ESD). Discuss the concept of children sharing before you begin. Have the students watch the video for the following things:

- What do you see the children doing?
- How many people are the children interacting with?
- How are they interacting with other children/adults/caregivers?
- What do you notice about their attention span?
- What do you notice about the structure of the play?
- What aspects of the play do you notice that relate to other developmental theories?

Have the students discuss in small groups and then come together as a large group and discuss what was observed.

Make enough copies of Mildred Parten’s Stages of Play and Jean Piaget’s Stages of Play with Objects (SM-1) to hand out to groups of two to four students. Cut the title, each stage title, and each stage description into strips and place into an envelope.

Put the students into groups of two to four people and give each group an envelope. Explain to the students that there are two different theories on stages of play in the envelopes. Have the students sort out the slips of paper and problem-solve to put the information together. Go around the room and observe the process. When you feel enough time has passed, go over the stages with the students.

- What similarities do you see about Jean Piaget’s cognitive development theory and that of his stages of play with objects?

- What similarities do you see within Piaget and Parten's theories?
- How might these theories help us in working with children?

Have the students again watch the video clips and in their groups categorize the stages of play that are observed.

(Awareness of Context, Alternative Approaches, Desired Results)

3. **"Types of Play":** Set up pictures around the classroom of children doing active-physical play, manipulative-constructive play, socio-dramatic play, and language-logic play (games). Have the students get out a piece of paper and fold it into four sections. Have the students then go around and examine the pictures and write down what they observe in the photos.

After the students are finished observing, put up the names of the different types of play on the board or overhead. Have the students read the titles and label each section of their paper with the picture observations on it. Go around to each picture and discuss.

- What skills did you observe?
- How does the title of this type of play fit with what you observed?
- How could this type of play be beneficial to children?

(Awareness of Context)

Supporting Concept C: Parent / Adult Role

3. **"Parent /Adult Role":** It is essential for parents and students to understand the role that they hold in a child's play and learning. Begin helping students understand this by putting them into groups of three to five. Place butcher paper and markers/pens around the room, enough for each group. Have the students make a T chart on the paper. On one side have them write "positive" and on the other "negative." Now have the students think about when they were younger or a time when they were trying to learn something. On the positive side have the students write down all the positive characteristics of a person who taught them something and on the other side write down all the negative characteristics of a person who had taught them something. Go around the room to judge time. Have the students go around and share their school-appropriate lists and make a master on the board or the overhead projector.

- What trends do you see?
- Why did you choose those positive and negative traits?
- How does this relate to play and an adult's role in it?
- What do you think about this statement: *"Parents are their child's first and most important teacher."*

Assign a textbook or article reading about the role of adults and parents in their child's play. Have the students write a letter to a parent, an article for a magazine, or create and present a speech about the importance and role of a parent/adult in a child's play.

(Awareness of Context, Alternative Approaches, Desired Results)

Supporting Concept D: Enrichment Activities

5. **"What are Enrichment Activities?":** Write the word *"Enrichment"* on the overhead or whiteboard. Have the students discuss what they think the word means. Have a student use a dictionary to look up the official meaning of the word.

Discuss as a class the definition of the word "*Enrichment*" as it refers to activities aiding children's growth and development. Ask the students to think of other enrichment activities besides playing with toys. List these ideas up on the overhead and discuss each.
(Consequences of Action, Desired Results)

6. **"Art":** Give the following journal prompt, "Visual art is..." Discuss what the students have come up with. Ask the students, "Why are painting, construction, and photography considered visual arts." Ask the students, "In what ways do visual arts help children develop?"

Put out several art activities for the students to experience. Have the students evaluate the activities by writing a paragraph answering the question, "How would this activity enrich the physical, social, emotional, and cognitive development of a child?"

Put up "Visual Art Notes" (SM-2) for the students to copy down. If possible obtain several examples of children's artwork. Separate the artwork into the different stages of visual arts. Give the students 10 minutes to examine the artwork and categorize it. The students will be looking for and writing down ways the children have shown spatial relationships, exaggerated sizes, transparencies, and other designs discussed in the notes.
(Consequences of Action, Desired Results)

7. **"Music":** Ask the students for examples of how music creates feelings. Write these on the overhead. Then ask the students why they think music is an important part of a child's learning experience and play.

- Have you ever noticed a child dance?
- In what ways does movement and music assist in a child's physical development?
- What kind of instruments would be appropriate for young children? Why?
- How might language development be linked to music?

Play one or two children's songs and teach the class the songs that have been sung in the preschool or at home. When the students are done listening discuss:

- What features did you notice in these songs that make them suitable for children?
- What types of pitches and words did you notice?
- Were the words sung to a tune or a chant?

(Consequences of Action, Desired Results)

8. **"Science":** Go over the notes on "Science" (SM-3) with students. Have several science activities for the students to observe and experience (could use activities such as; Ooblic, Gak, ice/water, will it roll, oil bottles, Insta-snow, Biocolor ice painting, etc.). Discuss how these activities are science-related and enrich a child's development.
(Consequences of Action, Desired Results)

9. **"Literature":** Say to the students "You probably already know why literature is important in a child's play and learning and you probably don't even know it. So let's brainstorm."

Read a short children's story to the class. Ask the students to explain how the story is appropriate for children. Discuss as a class the responses.

Have the students draw a picture of their favorite part of the story after you finish reading the story. Ask the students why the story was read to them and why they were asked to draw a picture. Discuss as a class and write the ideas that the students come up with on the overhead. Put the words "follow-up activity" on the overhead and ask the students to

please define this term. Discuss what follow up activities are, why they are used, and how they relate to literature and literacy.

(Consequences of Action, Desired Results)

10. "Wrap-Up Assignment": Assign the students to choose one of the following activities to culminate the unit:

- A. Write a short paper entitled "Children and Play."
- B. Create a pamphlet that informs the community about the role of play in a child's development.
- C. Write an article for a magazine or newspaper about play.
- D. Create a power point presentation that could be used to inform the community on how to promote learning through play.

RESOURCES:

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Websites:

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www.teacher.scholastic.com
www.psychologytoday.com
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Mildred Parten's Stages of Play

1. On-Looker Play –
Actively watches others play but doesn't interact. (Not sure how to or scared?)
2. Solitary Play –
Plays by self with own supplies. No interaction with others.
3. Parallel Play –
Child plays next to another child. Doesn't control another's play.
4. Associative Play –
Play involves similar activities and toys. Borrowing and loaning materials.
5. Cooperative Play –
Structured play with 2 or more children. Roles and rules are present. Work on one task (Help each other and take turns)

Stages of Play with Objects (Jean Piaget)

Practice Play-

Babies explore objects by picking them up. Play activities are repeated.

Symbolic Play-

Children engage in fantasy play. Examples: pretend they are someone else, a block is a phone.

Rule Play-

Children make rules for games or follow established rules.

Visual Art Notes

Manipulative Stage of visual arts:

Step 1: Playing with art materials rather than creating anything.

Step 2: *Occurs around 24-30 months of age:*
Scribbling, consists of dots, straight & curved lines, loops, spirals, and imperfect circles

Step 3: *Occurs around 30-42 months of age:*
Use of basic shapes (rectangles, crosses, ovals, & circles) Combine shapes in drawings

Step 4: *Occurs around 42-60 months of age - the transition between the Manipulative and Representation stages:*

When children create their first symbols
They decide what the symbol is after it is made
The face often is the first and favorite symbol
(bodies often appear to be an afterthought)
No spatial relations among objects; symbols seem to float

Representation Stage of visual-arts:

create symbols that represent objects, experiences, and feelings.

Most five-or six-year-old children have reached this stage.

Decides what it is going to be before it is drawn.

Shows spatial relationships

- Baseline – shows what is on the ground of the picture (drawn grass, dirt, water, etc...)
- Fold over – drawing objects perpendicular to the baseline, often drawn upside down
- Exaggeration – increase of size to show importance
- Transparencies- pictures that show the inside and outside of an object at the same time, much like an X-ray.

Science Notes

Science is wondering about the world. It is a part of everyday life. (*snow melting, why questions, caring for the world*)

Children are natural scientists. They wonder, seek answers, and test their answers over and over.

Adults can encourage science activities by:

- Encouraging children to wonder
- Calling attention to beauty in science (*light in a prism, colors of butterfly wings*)
- Asking open-ended questions
- Having them use their senses
- Classifying things
- Making observations
- Teaching children to care for nature and living things and modeling this behavior.

Science should “never be a magic show.” It should focus on what children see and question what is around them.

- So children can learn about the world

Children can overcome some fears with science facts by:

- Helping them understand the causes and effects of things. (*Thunderstorms*)
- Explaining how and why things happen.
- Doing activities to help the understanding and learning.