The major purpose of this study is to develop guidelines for making and using transparencies for the improvement of teaching home economics on the secondary level. Another is to show how to use transparencies creatively in teaching. This study will try to help fill a gap in the knowledge of the development of transparencies in home economics.

Preliminary information for this study was obtained through letters sent to companies which commercially prepare transparencies, a review of information in the field, and a questionnaire. It was found that there were very few companies interested in the development of transparencies in home economics.

The questionnaire was sent to 100 selected Oregon home economics teachers. This questionnaire was returned by 82 of the teachers, but only 76 responses were returned in time to be included
in this study. Opinions concerning areas of home economics in which transparencies are needed, choices of lesson planning material to accompany transparencies and preferences concerning transparencies (subject area depth, form of transparencies and sources of transparencies) were asked in the questionnaire.

The concepts of values, goals and standards; careers in home economics; building relationships; decision-making; discipline of children; emotional development; safety in child play areas; physical development; babysitting; consumer education and work simplification were selected most frequently as topics from which transparencies should be made.

The teachers selected (in order of preference) suggested learning experiences, suggestions for use, suggestions for use in class discussion, teacher read scripts and student read scripts as the type of lesson planning material that they would like to see accompany the transparencies.

In the section of the questionnaire concerning the preferences of the transparencies, the results were as follows. Forty-eight of the teachers said that they would prefer a more concentrated study of fewer subjects while 23 stated that they would prefer single concept transparencies, covering many subjects. Fifty-two teachers responded in favor of transparencies which could be made in the audio-visual department of their school, while 21 stated that they
would prefer those that were commercially made. The teachers overwhelmingly replied that they wished transparencies to be made from a combination of many resources. There were only two teachers who suggested that the transparencies be keyed to one published book.

The results of the preliminary information were used in the development of two sets of transparencies—one in the area of child development and the other in the area of family life. Each of the sets was developed using a different basic form for the teaching materials. This was done to show the versatility of this audio-visual material as well as to make the transparencies more meaningful and useful in the classroom. The set on the topic of children's play was accompanied by learning experiences while the set on building relationships was written in script form. The transparencies were designed so that they could be easily teacher made.

In the second part of this study guidelines have been developed for the use, selection and development of transparencies in home economics education. These guidelines have been established in order to give teachers a basis for using, selecting and developing transparencies.
The Development of Transparencies in Home Economics Education

by

Barbara Ann Montag

A THESIS submitted to Oregon State University in partial fulfillment of the requirements for the degree of Master of Science June 1969
APPROVED:

Redacted for privacy

Head of Department of Home Economics Education
in charge of major

Redacted for privacy

Dean of Graduate School

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Typed by Donna Olson and Opal Grossnicklaus for Barbara Ann Montag
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PRESENTLY there is a growing interest in the overhead projector as a means of effectively teaching various subjects in education. Teachers are realizing that this equipment may eventually prove to be one of the most valuable audio-visual aids, if it is used to its full potential. There has not been a great deal of research done in regard to the use of this machine in home economics, which seems to be a subject area conducive and lending itself quite nicely to the use of the overhead projector to present many concepts. Since the scope of subjects which are integrated into home economics is so great, the utilization of the overhead projector might prove to be unlimited. Many home economics teachers, who are constantly looking for new and creative means of motivating their students, are finding this equipment to be a stimulating means of presenting materials to their classes.
Need of This Study

Since the National Defense Education Act has provided the schools with various audio-visual equipment and facilities, most teachers have the opportunity to utilize these to their fullest potential in providing the best climate for learning. Here, the writer feels that home economics teachers have a special responsibility both to the public and also to their students as audio-visual aids may provide the home economics teachers with a means of reaching some students who cannot otherwise be motivated to learn or by helping others to learn more faster and easier. At the time of this writing, the development of commercially prepared transparencies seems to be in need of improvement.

At the present time in home economics, one of the greatest limitations in the usage of the overhead projector is the commercially prepared transparencies. In comparison to the other fields of education, there are extremely few prepared transparencies in home economics. Many companies which are involved in making transparencies for other areas of subject matter have completely excluded home economics. The ones that are on the market are extremely limited, especially in the areas of home management, child development and family relationships. These three intangible areas of home economics which cannot be explained with a single diagram.
seem to be most difficult to develop. It is particularly in these areas that the writer sees that the development of creative, thought-provoking visual aids can greatly assist many teachers of home economics.

The quality of commercially available transparencies often seems to be very poor in relation to presenting any type of problem solving situations to the students. Many of these consist of only diagrams and outlined pictures from books, often lacking artistic appeal, perfection, respect for details, proportion and creativity. Most of the transparencies lack any type of instructions for creative teaching. Therefore, a great need is seen in the experimentation with the overhead projector and preparation of transparencies and accompanying teaching materials in order to upgrade the standard of their use in home economics.

**Purpose of This Study**

The major purpose of this study is to develop guidelines for making and using transparencies for the improvement of teaching home economics on the secondary level. Another is to show how to use transparencies creatively in teaching. This study will try to help to begin to fill a gap in the development of transparencies in home economics. The areas of child development and family relations are in particular need of transparencies.
Statement of the Problem

This study attempts to answer the following questions:

1. What do selected homemaking teachers believe about:
   a. Areas of home economics in which transparencies are needed?
   b. Choices of lesson planning material to accompany transparencies?
   c. Preference concerning transparencies?
      1. Subject area depth
      2. Form of transparencies
      3. Sources of transparencies

2. Can transparencies be planned and/or made which make the teaching-learning process more effective?

3. What are the guidelines for producing transparencies?

Method of Procedure

In preparing for this study the writer wrote to 18 companies which produce transparencies commercially. Most of these companies have no transparencies suitable for home economics classes. Many companies did not answer the letter but returned a catalog. There were very few interested in the development of transparencies in home economics. None of them wanted more than one page
transparencies and did not seem interested in combining learning experiences with the transparencies.

To achieve the purpose of this study a questionnaire (Appendix A) was sent to 100 Oregon home economics teachers to ask their opinions on which of the concepts in the areas of child development, home management, family life and strengthening the home economics program could be used most effectively in their teaching. These teachers were also asked their preference as to the type of instructions which they would like to see accompany these transparencies. Another portion of the questionnaire asked their preference in regard to subject area depth, form of transparencies and sources.

A preliminary questionnaire was constructed and given to 12 professional home economists. After considering their responses and criticisms, it was revised and sent to 100 selected Oregon home economics teachers. The results were tabulated and will be discussed later. The tables showing these results are in Appendix B.

After considering the results of the questionnaire, the writer developed two sets of transparencies--one in the area of child development and the other in the area of family life. In constructing these transparencies it was decided that they were to be transparencies that teachers could make themselves or those that could be made in an audio-visual department of the school. Accompanying one set of transparencies are learning experiences while a script
to be read by either the teacher or by two students accompanies the other set. The transparencies were designed in these forms in order to make them more useful and meaningful in the classroom.

In this thesis, guidelines were developed for the use of transparencies in the classroom, the selection of commercial transparencies and the development of teacher made transparencies.
CHAPTER II

REVIEW OF LITERATURE

Introduction

As a result of the technological impact upon education, audiovisual aids are becoming increasingly important. This emphasis is caused by several factors: significant developments in communication technology, rapid expansion of knowledge, awareness of the crises in education, availability of funds and new trends in education (Brown, Lewis, and Harcleroad, 1964, p. 2). In 1958 when the National Defense Education Act became law, the Federal government appropriated various funds for use in research and development of audio-visual aids to be used for educational purposes (DeKieffer, 1965, pp. 1 and 2). This law placed a tremendous emphasis upon the development and use of all types of audio-visual aids to further both individual and group learning.

At the present time in education, there seems to be a great deal of interest in one piece of audio-visual equipment--that of the overhead projector. Growing with the use of the overhead projector is the need for prepared transparencies in all subject areas of education. There is a great need for the development of prepared transparencies in home economics as it is a field of study which is
particularly adapted to the incorporation of visual materials. To illustrate this increasing need for prepared transparencies in home economics, let us review beginning with the importance of home economics education in today's society.

The Importance of Home Economics Today

As every individual is faced with more and more decisions brought about by the great technological, economic and social changes taking place in our society, the need for identification and self-esteem becomes stronger. This need for identification is dependent upon the individual "knowing and understanding himself." It has been found that in order to have successful and mature relationships with others, one must first have a knowledge of his own personality strengths and weaknesses (Friedenberg, 1959, pp. 29, 106-145). In today's world of changing social conditions and automation, the family becomes the means through which the individual can first establish relationships of love, trust, sincerity, concern, responsibility, honesty, dependency and total communication with other humans. Each of these is important in itself as it is a quality which will grow in importance and ultimately become a basis from which a human being will relate to others.

This is one area of growth in which home economics education plays an increasingly significant part. Home economics seems to
be a subject area which helps the student become aware of the conditions which may affect his life and give him some guidelines to help him to make wise decisions concerning his future. Child development, family relationships and home management are the three areas of home economics which are specifically concerned in this aspect of life. Child development helps the student become aware of his relationships to other people, as well as preparing him for parenthood and increasing his self-understanding. The area of family relations helps the student to study, discuss and analyze various aspects of life which relate to the role of the individual in our society. For example, in family relations one would probably study the weakening family unit, the increased mobility of our society, the complex roles of family members, the high divorce rate, the early marriage and the increasing proportion of women who combine homemaking and wage-earning. Home economics education is a subject area which:

is unique in that it draws upon all the other courses in a high school curriculum and applies them to the family. It is an art as it involves skills which are based on certain traditions and qualities that are intangible and undefinable, such as beauty, taste, and values. It is also a science, because it involves the application of knowledge and truths which have been arrived at through scientific processes. Home economics does not try to teach philosophy, math, physics, English, art, music, religion, or chemistry, but it attempts to integrate them all and apply them in the daily process of making a home (Hall and Paolucci, 1961, p. 167).

This writer would add sociology, biology, physiology and health to
the list given by Hall and Paolucci.

As seen in the preceding paragraphs, home economics education no longer follows the strict, out-moded curriculum of "cooking" and "sewing." At the present time there seems to be a great emphasis upon family relations, child development and home management. Today the trend is toward encompassing and integrating all six areas of home economics and, whenever possible and practical, allotting equal time to each area. The cognitive aspects of preparation for homemaking seem to be stressed more than the manipulative or performance skills (Barlow, 1965, pp. 98-101).

Audio-Visual Aids

Since home economics is both a vocational and an academic subject, the methods which can be used in teaching this subject are both numerous and varied. As a result of its wide scope, teaching methods and learning experiences such as field trips, group discussions, pantomimes, brainstorming, role-playing, skit-script techniques, cooperative planning, panels, laboratory experiences, game playing, committee work, audio-visual materials, etc. can all be incorporated into the curriculum. The flexibility of the curriculum provides an unlimited opportunity for utilizing a great variety of these methods (Hatcher and Andrews, 1963, pp. 105-143).

Within the home economics education curriculum audio-visual
aids are assuming a steadily increasing position of importance. As devices to promote the learning process, audio-visual aids provide the teacher and the students with a great resource of information—one that could be physically and economically impossible to attain in any other manner. Audio-visual aids are able to supplement the course study in other ways. "One of the principle values of audio-visual materials is that they permit us to depart from printed and verbal symbolism but at the same time to provide much wider real or vicarious experience for pupils" (Audio-Visual Handbook for Teachers, 1954, p. 3).

Through their animation, variety in point of view, approach to the subject and general content, audio-visual aids may provide the means needed to reach certain students. Of course, the value of audio-visual aids depends upon the ability of the teacher. The teacher must be able to relate the information in the audio-visual aid to the class and the individual student (DeKieffer, 1965, p. 2).

DeKieffer (1965, p. 3) in Audiovisual Instruction lists several values which can be derived from the use of audio-visual materials in education:

1. They stimulate a high degree of interest in students—and interest is an important factor in learning.
2. They provide a concrete basis for the development of understandings and thought patterns, thereby reducing the number of purely verbalistic responses made by students.
3. They supply the basis for developmental learning and
thereby make learning more permanent.
4. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.
5. They contribute to the growth and understanding, thereby contributing to vocabulary development.
6. They offer a reality of experiences which stimulate individual activity on the part of the learner.
7. They motivate students to investigate, thereby increasing voluntary reading.

There are also several other values of audio-visual aids.

First, they allow the teacher to supplement regular classroom courses. They can bring outstanding teachers and personalities into the classroom as well as extremely well-planned and prepared lessons. Also teacher time can be saved so that it may be more devoted to other areas of study. Finally, it can be a means of allowing students to assume more responsibility in a learning situation (Fine, 1962, p. 359).

Presently a multitude of audio-visual materials are being made available to home economics teachers by government, business and professional organizations (Lineberry, 1967, p. 177). In a few selected areas of home economics, namely clothing and foods, there is such a concentration of audio-visual aids that the teachers must be discriminating in evaluating the worth of the particular curriculum supplement. Conversely, in other areas of home economics the number of audio-visual aids is practically nil. Therefore, as stated in the Audiovisual Handbook for Teachers (1954, p. 3):
audio-visual materials are great assets to teachers if they are carefully selected and properly used--this is, if they are appropriate to the curriculum and to the age and mental level of the pupils. Further, they must be carefully integrated into classroom teaching so that each moment devoted to their use results in some definite growth in pupil experience and behavior in broadened concepts.

**Transparencies**

The utilization of the overhead projector as a teaching aid is becoming increasingly popular in education as well as in business and industry. The reasons for its popularity are undoubtedly related to its many advantages. One of its most significant advantages is that the teacher is able to face the class while using the overhead projector. Since the transparencies can be used in a lighted room, the teacher and students can see each other and also see to take notes, if necessary. Therefore, the teacher is able to see the expressions on the faces of her students and thus receive the feedback necessary to make her lesson pertinent (DeKieffer and Cochren, 1962, p. 134).

The overhead projector is now commonly used as a substitute for the chalkboard. When the overhead projector is used in this manner, usually the cellophane roll functions as the transparent material upon which the teacher writes. This writing is seldom permanent and, therefore, the roll may be used many times. Transparencies differ from the cellophane roll in that they are single
pieces of acetate or some other type of plastic and usually less flexible as they are placed on the overhead projector and are not rolled. They are similar to the cellophane roll in that they are both transparent materials and that the images projected may be either temporary or permanent depending upon the materials from which they are made.

The versatility of the overhead projector in reference to prepared transparencies makes it an exceedingly practical machine in the education field. Transparencies can develop and build a concept or idea, present comparisons and contrasts, show a sequence of steps, present an accumulative summary of facts or information, present copies of work completed by individual students for analysis by the group and help students learn how to use this means to present information for individual work or committee work. Transparencies may also help to develop evaluation materials to use with the entire group, increase vocabulary or knowledge of special symbols, terms and abbreviations and offer a chance to experiment with arrangements using silhouettes cut from paper that can be shifted and rearranged on a transparency (Kemp, 1963, p. 102).

The silhouettes of small objects may be projected by this audio-visual aid. For example, to demonstrate table setting, a teacher might find that small silhouettes of china, silver and glassware manipulated on the overhead projector may be an invaluable
supplement to other types of visual aids and the real materials. The overhead projector allows for the movement of the opaque materials, for example, to illustrate different stages of a meal. Silhouettes of furniture might be manipulated within the outline of a room to demonstrate various furniture arrangements. This might prove to be an exceptional visual. Certainly, this use of the overhead projector needs further development.

Another advantage of the machine is that often materials can be made more visible to larger groups as the image may be projected at a higher level than that of the chalkboard. Transparencies and the overhead projector are very simple to use and no extra projectionist is required (Kinder, 1959, p. 140). The use of transparencies and the overhead projector seem practically without limit.

At the present time there are several types of transparencies which are designed for use with the overhead projector. Erickson (1965, pp. 302-304) in Fundamentals of Teaching with Audiovisual Technology lists seven types:

1. Graphic forms, drawings, and diagrams on clear acetate sheets.
2. Stylus drawing with other printed or typewritten content on a carbon-coated film base.
3. Soft lead pencil and colored slide-crayon drawings of diagrams and charts on etched acetate sheets.
4. Clear positive transparencies made by photocopy techniques.
5. Transparencies made by shining ultra violet light through a "master" sheet on which are arranged opaque drawings and other graphic illustrations to expose diazo-coated film.
7. Transparencies made by "lifting" clay-coated black and white color prints.

Several of these methods are more complex in production than most teachers would care to tackle without the advice of a professional in audio-visual equipment. Generally there are two types of machines which produce transparencies which are available for classroom use: the white-light copying machine and the infrared copying machine ("Thermo-fax" brand machine). The main difference between the machines is that only the white-light copying machine is able to produce black and white transparencies from colored originals. This does call for a more complex process and, accordingly, is not as quick or easy to operate as the infrared machine (Schultz, 1965, pp. 7-10).

The various machines and types of materials used to produce transparencies are ever-changing. Also most machines and materials are known by their brand names. Therefore, the writer would suggest that the reader visit the audio-visual department of her school to find out how they are best equipped to make transparencies for her particular purpose.

There are also many techniques which can be used with this curriculum supplement. Kemp (1963, p. 103) in *Planning and Producing Audiovisual Materials* lists six varied techniques which can be used with different types of transparencies. First, one can use a
grease pencil to add details or to mark important points, which allows the teacher to adjust the prepared transparencies to the ability and capability level of her students. In order that she does not write on the actual prepared transparency which will keep it without marks and scratches for a longer period of time, the teacher may place a clear piece of transparent material on top of the prepared transparency and write on this. She may also place the prepared transparency under the cellophane roll (which is usually kept on the machine) and then write on this roll. Next, one can control the rate of presenting the information by covering the transparency with paper and exposing the material when one wants to discuss a point. This is termed progressive disclosure. One can superimpose additional sheets as overlays on a base transparency so that complex ideas may be progressively presented. One can simulate motion on parts of a transparency by using the effects of polarized light with a polaroid spinner, which seldom is done because of the expense of the polaroid spinner.

A person can simultaneously project other visual materials (opaque projector, slides, filmstrips, motion pictures, etc.) which illustrate or apply the information shown on a transparency. One can duplicate inexpensively on paper the materials presented on a transparency. At the present time the use of transparencies is still in the experimental stage especially in regard to home economics.
Summary

As our society becomes more complex, there is an ever-increasing need for the study of all six areas of home economics. Since home economics is so broad in its scope, many teaching methods and learning experiences can be incorporated into its curriculum. Most of these are designed to make the subject more meaningful and pertinent to the student as an individual. Audio-visual aids offer the students of home economics many valuable experiences that they could not acquire in any other manner. The use of the overhead projector and transparencies has not yet been developed to its full potential in home economics education. There is a very definite need for the development of some well-prepared transparencies accompanied by some type of learning experiences, especially in the areas of child development, home management and family life.
CHAPTER III

ANALYSIS OF DATA

Introduction

This part of the analysis of data deals with the data obtained from the questionnaire (Appendix A) which was sent to a selected group of Oregon home economics teachers. Of the 100 questionnaires mailed, 76 were returned in time to be used. A total of 82 were returned.

The questionnaire which was designed for ease in answering and returning was a checklist form. This consisted of a letter of explanation; the areas of home economics which the teachers believed transparencies could be used to teach more effectively (child development, family life, home management and strengthening the home economics program); types of instructions preferred to accompany the transparencies; and preferences in regard to subject area depth, form of transparencies and sources. The total questionnaire was in a compact form of one page covering both sides.

Since some teachers did not follow the directions on the first section of the questionnaire which requested them to mark only a total of ten items, only 50 replies were usable for the analysis of the question concerning the areas in which transparencies could be used
to teach most effectively. All of the 76 replies were used in analyzing the answers in the other sections of the questionnaire.

Comments are included from all of the questionnaire whether they were used in the analysis of the first section or not. These are included as they seem to express the views of the home economics teachers.

It might be noted here that not all of the areas of home economics were covered in the first section of the questionnaire. This was intentional for several reasons. First, a master's thesis has to be limited in scope. Child development, home management, family relationships, and strengthening the home economics program were selected as the writer discovered from catalogs of companies selling transparencies they seem to be the areas in which the fewest transparencies have been developed.

50 Home Economics Teachers Choices of Transparencies Which They Feel Could Be Used To Teach More Effectively

Child Development

Of the 18 possible areas for transparencies in teaching child development five concepts were chosen by 15 to 20 of the 50 teachers (Table I, Appendix B). These were:

1. Discipline of children

2. Emotional development
3. Safety in child play areas
4. Physical development
5. Babysitting

Whereas only one concept, that of the care of the one year old, was chosen by no one, there were five other concepts selected by two to five of the 50 Oregon home economics teachers. The concepts in this range are as follows:

1. Birth
2. Prenatal care
3. Adoption
4. Nursery schools and day care centers
5. Infant care

The Oregon home economics teachers added several topics which they thought should be made into transparencies. These additional topics in the area of child development include factors in toy selection, effective storytelling, value of play for children, creating a relationship with a child, teaching children responsibility, games for getting acquainted with children for babysitters, children's furniture, foster homes and sibling rivalry. One home economics teacher stated that she ranked discipline of children and emotional development first "because knowledge here can lead to self-understanding." Another home economics teacher commented on the topic of birth by asking, "How?" and then added to the concept of prenatal
Home Management

Of the 12 items only one, that of values, goals and standards, was selected 23 times by the 50 Oregon home economics teachers, while decision-making was selected 20 times (Table II, Appendix B). Two concepts were selected between 15 and 20 times by the teachers. These concepts were consumer education and work simplification. Introduction to management and the management process were both selected ten times by the teachers, while money management and the resources of energy, time, and money were selected between five and ten times. Only two concepts were selected less than five times, those of family security and the section for other responses.

In total, there were 125 responses made in the home management area, ranging from one to 23 responses upon the 12 items. The concepts of landscaping, interior decoration and architecture were suggested as topics from which transparencies could be developed by one or more respondents. One teacher suggested that in developing the concept of consumer education, "the areas where the students are presently involved as consumers--clothing, snack foods, and cosmetics," should be covered. Another teacher suggested that transparencies be made that would show how values,
goals and standards apply to money management.

**Family Life**

Whereas the selected group of home economics teachers chose only one concept, that of building relationships, more than 20 times; there were 11 concepts which they chose less than five times (Table III, Appendix B). These included:

1. Adolescence
2. Companions
3. Money
4. Parental roles
5. Family crises
6. Divorce
7. Entertaining principles
8. Death
9. Life
10. Single-parent families
11. Religion

These last three concepts were not chosen by any of the home economics teachers. Family influences, parent responsibilities, morals, popularity and anti-social behavior were selected between five and ten times, while six concepts were chosen between ten and 13 times. These were self-awareness, early marriages, the
family-life cycle, getting along in the family, sex and family roles. In total there were 152 responses made in family life.

The teachers added several concepts to this list including making and keeping friends, dating, setting morals and standards, the reproductive organs, boy-girl relationships and dating problems. One teacher commented that she already had prepared transparencies on the topic of the family life cycle. Another teacher suggested that in working with the concept of anti-social behavior that emotions and reaction to authority be considered. The comment of "forget it" was made concerning the concept of sex.

Strengthening the Home Economics Program

In this section only one of the five items had more than 20 responses from the 50 home economics teachers (Table IV, Appendix B). This item was that of careers in home economics. There was one concept which had between ten and 15 responses, that of interpreting home economics, and one item with between five and ten responses, that of boys' classes. The other two items of Future Homemaker's of America and coeducational classes were within the category of none to five responses. There were 47 responses made in the category of strengthening the home economics program. In reference to the concept of Future Homemakers of America it was suggested that transparencies be developed to "make the students
aware of the value of F.H.A."

Summary

In comparing all of the responses of the 50 Oregon home economics teachers, there were 11 concepts which were chosen from 15 to 23 times. In the following list are these concepts with the number of responses after each:

1. Values, goals and standards (23)
2. Careers in home economics (22)
3. Building relationships (21)
4. Decision-making (20)
5. Discipline of children (20)
6. Emotional development (19)
7. Safety in child play areas (18)
8. Physical development (16)
9. Babysitting (15)
10. Consumer education (15)
11. Work simplification (15)

Recent catalogs show that several companies are producing transparencies on values and goals.
Evaluation of Instructions To Accompany Transparencies

In tallying the results of the question concerning the type of instructions that the home economics teachers would like to see accompany the transparencies, all 76 questionnaires were used (Table V, Appendix B). Fifty-one teachers responded in favor of suggested learning experiences, 42 in favor of suggestions for use, 38 in favor of suggestions for use in class discussion and 34 in favor of teacher read scripts. There were three types of suggested instructions which fell into a category between 20 and 30 responses. These were the student read scripts, the outlined lesson plan and tapes. There were also two which gathered from no to ten responses, those of records and detailed lesson plans. In total there were 252 responses made to this question.

Several teachers did comment that they would like to have a list of references from which the information in the transparencies was derived.

Preferences Concerning Transparencies

As a part of this thesis, this writer expected to make transparencies which hopefully may be available to Oregon teachers. Therefore, it was necessary to gather data on teachers' preferences concerning transparencies (Table VI, Appendix B).
Subject Area Depth

The literature in the field shows two major categories into which transparencies seem to fall as far as subject matter depth. The first is that of transparencies which concentrate in depth on a few subject matter areas, concepts and generalizations if you prefer. The second category for transparencies might be those for which a teacher uses only one transparency to convey one idea, one concept or one generalization in many subject matter areas. These may be commercially packaged combining many topics within the field of home economics.

The 76 Oregon teachers preferred a more concentrated study of fewer subjects. Forty-eight of the home economics teachers responded by saying that they would prefer a more concentrated study of fewer subjects while 23 stated that they would prefer single concept transparencies, covering many subjects. There was one free response in which the teacher stated that she had no preference and that it depended upon the quality.

Form of Transparencies

This question was designed to find the form of transparencies which the teachers would prefer. Fifty-two teachers responded in favor of transparencies which could be made in the audio-visual
departments of their schools, while 21 preferred those that were commercially prepared. Two of the teachers wrote in that "It doesn't matter--our school can make them" and "I would prefer transparencies that could be made in the instructional materials center of our school/county." Another teacher commented, "I would prefer they be made already, but this gets expensive. Perhaps, they could be set up on a free loan system through the state department like some sets already are." Two other comments were made on the topic of commercial transparencies: "Can't afford the commercial ones" and "There is quite a bit of material available now, commercially. If possible, this should be evaluated and new materials prepared to cover those areas not represented or poorly done. This might be beyond the scope of your time--but it does seem too bad to duplicate effort when much is needed in areas not yet covered."

Sources of Transparencies

In replying to this question 71 teachers suggested that the transparencies be made from a combination of many resources, while only two suggested that they be keyed to one published book. One teacher commented that transparencies should "never" be keyed to one published book as they would be "out of date too fast." Other teachers suggested that the writer include "some of the materials
from the county extension service" and that she list her resources.

Summary

Several other comments were made by the teachers and although they may not pertain to a particular topic, they are valuable in analyzing this thesis in its entirety. Two of these comments deal with the scheduling of the use of the overhead projector: "We are not able to use many transparencies because scheduling of the projector is difficult--sometimes impossible." "To obtain the overhead projector for just one or two transparencies is too much effort. Several--enough to make a good presentation--would make it worthwhile."

Four other comments were: "Perhaps you can come up with some transparencies in these areas, but we feel that there are many intangibles here which do not lend themselves well to transparencies." "The Sears Roebuck Foundation provides transparencies through the State Department. They are not very good. Hope yours are better. Good luck!" "Sounds like an excellent project. We are looking forward to the results!" "Will these be available for teachers to get copies?"
CHAPTER IV

SUMMARY

Since there are so few commercially developed transparencies in certain areas of home economics, this study is designed to present a pattern for the development of transparencies which can be used in creative teaching. It is hoped that these transparencies will help to begin to fill a gap in two areas of great need—those of child development and family life. These transparencies, which the teachers can produce in their school, are accompanied by teaching materials in order to make them more meaningful.

This study also includes some guidelines to provide teachers with some basis for the development, selection and use of transparencies. It seems that many of the transparencies on the market today are artistically poor, not particularly functional or versatile in their use and rather limited in information in most home economics subject areas. Many of the better commercially prepared transparencies are very expensive and cannot be absorbed into the budgets of many home economics departments.

Preliminary information for this study was obtained through letters sent to companies which commercially prepare transparencies, a review of information in the field and a questionnaire. It seems that there were very few companies interested in the
development of transparencies in home economics. The questionnaire was sent to 100 selected Oregon home economics teachers. This questionnaire was returned by 82 of the teachers, but only 76 responses were returned in time to be included in this study. Fifty respondents followed the directions to the extent that their entire questionnaires could be used.

**Data Concerning the Questionnaire**

**Areas of Home Economics In Which Transparencies Are Needed**

The home economics teachers were asked to select 10 topics in which they felt transparencies could be developed within the areas of child development, home management, family life and strengthening the home economics program. There were 11 concepts which were selected from 15 to 23 times by the 50 Oregon home economics teachers who correctly completed this section of the questionnaire. These concepts in order of their greatest selection were: values, goals and standards; careers in home economics; building relationships; decision-making; discipline of children; emotional development; safety in child play areas; physical development; babysitting; consumer education and work simplification.
Choices of Lesson Planning Material
To Accompany Transparencies

One portion of the questionnaire was designed to find the type of lesson planning material which the teachers would like to see accompanying the transparencies. The results from all 76 of the questionnaires were used to tally this section. The five most popular responses were in order of popularity: suggested learning experiences, suggestions for use, suggestions for use in class discussion, teacher read scripts and student read scripts.

Preferences Concerning Transparencies

When asked their preferences concerning transparencies, the 76 Oregon teachers preferred a more concentrated study of fewer subjects. Forty-eight responded by saying that they would prefer a more concentrated study of fewer subjects while 23 stated that they would prefer single concept transparencies, covering many subjects.

When asked the form that the teachers would prefer to have the transparencies, 52 teachers responded in favor of transparencies which could be made in the audio-visual department of their school. Here 21 stated that they would prefer those that were commercially made.

It is a question in making any type of audio-visual aid whether one should use a combination of sources or key it to one published
book. Here the teachers overwhelmingly replied that they wished transparencies to be made from a combination of many resources. There were only two teachers who suggested that the transparencies be keyed to one published book.

**Guidelines in The Use, Selection And Development of Transparencies**

Since there are few commercially well-prepared transparencies in the field of home economics education, it is important that those that are obtained from commercial concerns are selected with care. Equally important is the development of teacher-made transparencies as most of the commercially available transparencies are expensive. Therefore, this may be the only means by which a teacher can add transparencies to her collection of teaching materials. Another consideration is that without the proper use of transparencies they will not fulfill the purpose for which they are designed. Therefore, in the last part of this study, guidelines have been established for the use, selection and development of transparencies in home economics education.

**Development of Transparencies**

After the preliminary information was obtained, the results were used in the development of two sets of transparencies--one in
the area of child development and the other in the area of family life. Each of the sets was developed using a different basic form of teaching materials. This was done to show the versatility of this audio-visual material as well as to make the transparencies more meaningful and useful in the classroom. The set on the topic of children's play was accompanied by learning experiences while the set on building relationships was written in script form. The transparencies themselves were designed so that they could be easily teacher made. They can be shown in or out of sequence, which allows for flexibility in teaching.

**Conclusions**

A well-planned collection of transparencies, either those that were commercially made or teacher prepared, would undoubtedly be an asset in teaching home economics. Transparencies and the overhead projector can provide the teachers with some advantages that no other audio-visual machine can match. Thus, the wise teacher will carefully select transparencies which will add to balance her individual lesson plans and the total curriculum of home economics.


APPENDICES
APPENDIX A

QUESTIONNAIRE
Dear Oregon Homemaking Teachers:

For my thesis in Home Economics Education at Oregon State University, I am planning to develop transparencies for teaching home economics at the junior and senior high school levels. In order that these transparencies will be the ones most needed by home economics teachers, I would like to ask for your help. Any suggestions which you can give me will be greatly appreciated.

As you answer the accompanying checklist, you will discover that not all areas of home economics have been included, because a master's thesis has to be limited in scope. Hopefully, when this study is completed, the results will be made available to all Oregon teachers.

Will you kindly fill out the questionnaire and return it within the next two weeks. The questionnaire has my name, address, and postage on the back so that by re-folding it and stapling or scotch taping, it is ready to return. It should require approximately fifteen minutes to complete.

Thank you very much.

Sincerely,

(Miss) Barbara Montag
720 North 5th - Apt. 49
Corvallis, Oregon 97330
Developing Transparencies for Teaching Home Economics in Secondary Schools

A. In what areas of home economics could you use transparencies to teach most effectively? Please check only a total of ten for the whole group. Add others in the spaces given.

<table>
<thead>
<tr>
<th>CHILD DEVELOPMENT</th>
<th>FAMILY LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. Adoption</td>
<td>□ 29. Adolescence</td>
</tr>
<tr>
<td>□ 2. Babysitting</td>
<td>□ 30. Anti-social behavior</td>
</tr>
<tr>
<td>□ 4. Prenatal care</td>
<td>□ 32. Companions</td>
</tr>
<tr>
<td>□ 5. Infant care</td>
<td>□ 33. Death</td>
</tr>
<tr>
<td>□ 6. Care of one year old</td>
<td>□ 34. Divorce</td>
</tr>
<tr>
<td>□ 7. Care of preschool child</td>
<td>□ 35. Family roles</td>
</tr>
<tr>
<td>□ 8. Children's clothing</td>
<td>□ 36. Life</td>
</tr>
<tr>
<td>□ 10. Emotional development</td>
<td>□ 38. Money</td>
</tr>
<tr>
<td>□ 11. Nursery schools and day care centers</td>
<td>□ 39. Parental roles</td>
</tr>
<tr>
<td></td>
<td>□ 40. Self-awareness</td>
</tr>
<tr>
<td>□ 13. Physical development</td>
<td>□ 42. Religion</td>
</tr>
<tr>
<td>□ 14. Prenatal development</td>
<td>□ 43. Early marriages</td>
</tr>
<tr>
<td>□ 15. Principles of development</td>
<td>□ 44. Entertaining principles</td>
</tr>
<tr>
<td>□ 16. Safety in child play areas</td>
<td>□ 45. Family crises</td>
</tr>
<tr>
<td>□ 17. Social development</td>
<td>□ 46. Family influences</td>
</tr>
<tr>
<td>□ 18. Consumer education</td>
<td>□ 47. Family life cycle</td>
</tr>
<tr>
<td>□ 19. Decision-making</td>
<td>□ 48. Getting along in the family</td>
</tr>
<tr>
<td>□ 20. Family security</td>
<td>□ 49. Parent responsibilities</td>
</tr>
<tr>
<td>□ 21. Introduction to management</td>
<td>□ 50. Popularity</td>
</tr>
<tr>
<td>□ 22. Management process</td>
<td>□ 51. Sex</td>
</tr>
<tr>
<td>□ 23. Money management</td>
<td>□ 52. Boys' classes</td>
</tr>
<tr>
<td>Resources:</td>
<td>□ 53. Careers in home economics</td>
</tr>
<tr>
<td>□ 24. Energy</td>
<td>□ 54. Coeducational classes</td>
</tr>
<tr>
<td>□ 25. Money</td>
<td>□ 55. F.H.A.</td>
</tr>
<tr>
<td>□ 26. Time</td>
<td>□ 56. Interpreting home economics</td>
</tr>
<tr>
<td>□ 27. Values, goals, and standards</td>
<td>□ 7. Suggestions for use</td>
</tr>
<tr>
<td>□ 28. Work simplification</td>
<td>□ 8. Records</td>
</tr>
<tr>
<td></td>
<td>□ 9. Suggested questions for use in class discussions</td>
</tr>
<tr>
<td></td>
<td>□ 10. Other: _________________________</td>
</tr>
</tbody>
</table>

B. What type of instructions would you like to see accompany the transparencies?

□ 1. Scripts (teacher read)                           □ 7. Suggestions for use
□ 2. Scripts (student read)                           □ 8. Records
□ 4. Outlined lesson plan                              □ 10. Other: _________________________
□ 5. Detailed lesson plan                             □
C. Would you prefer transparencies of:

☐ 1. Single concepts, covering many subjects
☐ 2. More concentrated study of fewer subjects
☐ 3. Other: ____________________________

D. Would you prefer transparencies:

☐ 1. That were commercially prepared in completed form
☐ 2. That could be made in the audio-visual department of your school
☐ 3. Other: ____________________________

E. Would you prefer transparencies:

☐ 1. Keyed to one published book
☐ 2. Made from a combination of many resources
☐ 3. Other: ____________________________
Table 1

50 Oregon Home Economics Teachers Choices of Transparencies Most Needed to Teach Child Development Effectively

<table>
<thead>
<tr>
<th>Concepts in Child Development</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline of children</td>
<td>20</td>
</tr>
<tr>
<td>Emotional development</td>
<td>19</td>
</tr>
<tr>
<td>Safety in child play areas</td>
<td>18</td>
</tr>
<tr>
<td>Physical development</td>
<td>16</td>
</tr>
<tr>
<td>Babysitting</td>
<td>15</td>
</tr>
<tr>
<td>Social development</td>
<td>14</td>
</tr>
<tr>
<td>Children's clothing</td>
<td>11</td>
</tr>
<tr>
<td>Principles of development</td>
<td>11</td>
</tr>
<tr>
<td>Prenatal development</td>
<td>9</td>
</tr>
<tr>
<td>Care of preschool child</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>6</td>
</tr>
<tr>
<td>Birth</td>
<td>4</td>
</tr>
<tr>
<td>Prenatal care</td>
<td>4</td>
</tr>
<tr>
<td>Adoption</td>
<td>3</td>
</tr>
<tr>
<td>Nursery schools and day care centers</td>
<td>3</td>
</tr>
<tr>
<td>Infant care</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Care of one year old</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Responses 165
Table II

50 Oregon Home Economics Teachers Choices of Transparencies Most Needed to Teach Home Management Effectively

<table>
<thead>
<tr>
<th>Concepts in Home Management</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values, goals, and standards</td>
<td>23</td>
</tr>
<tr>
<td>Decision-making</td>
<td>20</td>
</tr>
<tr>
<td>Consumer education</td>
<td>15</td>
</tr>
<tr>
<td>Work simplification</td>
<td>15</td>
</tr>
<tr>
<td>Introduction to management</td>
<td>10</td>
</tr>
<tr>
<td>Management process</td>
<td>10</td>
</tr>
<tr>
<td>Money management</td>
<td>9</td>
</tr>
<tr>
<td>Energy</td>
<td>8</td>
</tr>
<tr>
<td>Time</td>
<td>6</td>
</tr>
<tr>
<td>Money</td>
<td>5</td>
</tr>
<tr>
<td>Family security</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Responses 125
Table III

50 Oregon Home Economics Teachers Choices of Transparencies Most Needed to Teach Family Life Effectively

<table>
<thead>
<tr>
<th>Family Life</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building relationships</td>
<td>21</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>13</td>
</tr>
<tr>
<td>Early marriages</td>
<td>13</td>
</tr>
<tr>
<td>Family-life cycle</td>
<td>12</td>
</tr>
<tr>
<td>Getting along in the family</td>
<td>12</td>
</tr>
<tr>
<td>Sex</td>
<td>12</td>
</tr>
<tr>
<td>Family roles</td>
<td>10</td>
</tr>
<tr>
<td>Family influences</td>
<td>8</td>
</tr>
<tr>
<td>Parent responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Morals</td>
<td>7</td>
</tr>
<tr>
<td>Popularity</td>
<td>6</td>
</tr>
<tr>
<td>Anti-social behavior</td>
<td>5</td>
</tr>
<tr>
<td>Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>Companions</td>
<td>4</td>
</tr>
<tr>
<td>Money</td>
<td>4</td>
</tr>
<tr>
<td>Parental roles</td>
<td>4</td>
</tr>
<tr>
<td>Family crises</td>
<td>4</td>
</tr>
<tr>
<td>Divorce</td>
<td>2</td>
</tr>
<tr>
<td>Entertaining principles</td>
<td>2</td>
</tr>
<tr>
<td>Death</td>
<td>1</td>
</tr>
<tr>
<td>Life</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Single-parent families</td>
<td>0</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Responses 152
Table IV

50 Oregon Home Economics Teachers Choices of Transparencies Most Needed to Strengthen The Home Economics Program

<table>
<thead>
<tr>
<th>Areas of Strengthening the Home Economics Program</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers in home economics</td>
<td>22</td>
</tr>
<tr>
<td>Interpreting home economics</td>
<td>13</td>
</tr>
<tr>
<td>Boys' classes</td>
<td>5</td>
</tr>
<tr>
<td>Future Homemakers of America</td>
<td>4</td>
</tr>
<tr>
<td>Coeducational classes</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>
### Table V

76 Oregon Home Economics Teachers Choices of Instructions to Accompany Transparencies

<table>
<thead>
<tr>
<th>Type of Instructions</th>
<th>Total Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested learning experiences</td>
<td>51</td>
</tr>
<tr>
<td>Suggestions for use</td>
<td>42</td>
</tr>
<tr>
<td>Suggested questions for use in class discussion</td>
<td>38</td>
</tr>
<tr>
<td>Scripts (teacher read)</td>
<td>34</td>
</tr>
<tr>
<td>Scripts (student read)</td>
<td>28</td>
</tr>
<tr>
<td>Outlined lesson plan</td>
<td>26</td>
</tr>
<tr>
<td>Tapes</td>
<td>20</td>
</tr>
<tr>
<td>Records</td>
<td>9</td>
</tr>
<tr>
<td>Detailed lesson plan</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Responses                                           250
### Table VI

#### 76 Oregon Home Economics Teachers List Preferences

Concepting Transparencies

<table>
<thead>
<tr>
<th>Subject Area Depth</th>
<th>Total Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>More concentrated study of fewer subjects</td>
<td>48</td>
</tr>
<tr>
<td>Single concepts, covering many subjects</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form of Transparencies</th>
<th>Total Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those which could be made in the audio-visual department of their schools</td>
<td>52</td>
</tr>
<tr>
<td>Those commercially prepared in completed form for sale</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Transparencies</th>
<th>Total Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made from a combination of many resources</td>
<td>71</td>
</tr>
<tr>
<td>Keyed to one published book</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>
PART II

GUIDELINES FOR THE SELECTION, USE AND DEVELOPMENT OF TRANSPARENCIES IN HOME ECONOMICS EDUCATION

Introduction

Home economics teachers are eager to incorporate the use of well-prepared transparencies into their teaching materials as a means of communicating certain concepts to their students. They usually employ many different teaching methods in each class period because they know that utilizing more than one sense will increase learning. It is here that transparencies provide the teachers with another means of stimulating the students to think. Since transparencies are becoming increasingly popular, the teacher will have more choice in her selection, use and development of this teaching aid.

In order to be of help to teachers, guidelines have been established to aid her in the selection, use and development of transparencies. This section of the thesis gives guidelines for selecting, making and using transparencies. The investigator also developed two sets of transparencies and accompanying teaching materials to give to the other teachers and perhaps commercial concerns as two approaches to the improvement and use of transparencies in home economics. These sets of transparencies will be found in the
following sections of this thesis.

The Selection of Commercially Prepared Transparencies

Since the number of well-prepared transparencies that a teacher would be able to obtain often might be limited due to added expense, certain factors should be considered in their selection.

Therefore, transparencies should:

1. Supplement reference books, pamphlets and information from classroom sources.

2. Be made from a combination of sources, as any one source is too quickly outdated.

3. Be meaningful and appropriate to the age, interests, grade level, experience and intelligence of the students.

4. Be the best way of presenting the particular type of information, problem or generalization.

5. Involve the students by leading them into a discussion, asking them questions or requiring them to supply information and develop learning experiences.

6. Present up-to-date information and ideas.

7. Help to make learning quicker and easier.

8. Be accurate.

9. Contain information, concepts or generalizations that will last over a period of years.
10. Add variety to the learning situation in the class.
11. Have a central idea and convey a particular goal or purpose.
12. Be accompanied by instructions for use and suggested learning experiences.
13. Be versatile in their usage.
14. Be able to be used in or out of sequence.
15. Have a good technical quality.
16. Have good composition which would include the balance of color, line and mass.
17. Be artistically pleasing to look at.
18. Be more difficult than the teacher either has the time or ability to make.
19. Be worth the effort involved in their use (including the scheduling of the overhead projector, the time involved in ordering and preparing a lesson to include the transparencies, etc.).
20. Be worth the expense in obtaining them.

In the selection of commercially made transparencies, the teacher may not be able to include all of these guidelines. She must determine which guidelines are most important to her in her particular circumstances. Of course, the more guidelines that are included in the selection, the better quality the transparencies are apt to be.
The Use of Transparencies

There are many advantages in using the overhead projector and transparencies in teaching home economics creatively. In order to get the full benefits of the advantages of this audio-visual material, transparencies must be used correctly. Transparencies may be used for:

1. Replacing the chalkboard.
2. Projecting small objects in which only a silhouette is needed. (For example, to show a place setting of napkin, fork, knife, spoon, water glass, plate, cup and saucer.)
3. Supplementing a learning which is being projected in slides, films, filmstrips or another transparency at the same time.
4. Showing a sequence of steps.
5. Presenting group or committee work to the class.
6. Increasing vocabulary or knowledge of special symbols, terms and abbreviations.
7. Developing and building a concept or idea.
8. Projecting information in front of large groups as the image can be projected at a high level so that everyone may see it.
10. Observing students as a lesson progresses since transparencies may be used in a fully lighted room and the teacher need not turn her back on the students.

11. Presenting an accumulative summary of facts or information.

12. Controlling the rate of presenting material by covering parts of the transparency with paper and exposing the material when one wants to discuss a point. This is termed progressive disclosure.

13. Presenting copies of work completed by individual students for analysis by the group.

14. Developing evaluation materials to use with the entire group.

15. Superimposing additional transparencies upon the base transparency permitting the development of a complex lesson in individual steps. This is called the overlay.

16. Adding details or marking important points that may be pertinent to one's individual class.

The Development of Transparencies

Since the number of transparencies made by commercial concerns is rather limited in home economic areas at the present time, the teacher may find that she would like to develop some of her own
transparencies to supplement her lessons. When making her own transparencies, she will probably follow many of the guidelines which have previously been established for selecting commercially made transparencies. For example, she will want her transparencies to be meaningful and appropriate to the age, interests, grade level, experience and intelligence of her students. She will follow many of the other guidelines also, but of necessity a few adaptations would be made. A teacher-made transparency would be one in which the teacher has the time and the ability to develop. Here the ease in making the transparency would be considered a valuable factor in its development. Also the high technical quality need not be so important. One would probably want to keep the expense involved at a minimum. Teacher made transparencies could also be developed to fit directly into the content of the lesson. This would be a definite advantage in preparing lessons that were creative, original and unique.

Another guideline for the development of teacher made transparencies might be that they could not be obtained commercially. This might be caused by the fact that they were not available on the market or that they were too expensive. In the actual development of transparencies the following are some guidelines to consider.

1. The teacher needs to recognize that although at the present time there are at least seven methods for making
transparencies, when she makes her own, these methods are limited by:

a. The type of copying machine available.

1. Transparencies can be made by shining ultraviolet light through a master sheet to expose diazo-coated film. The machine necessary for this type of transparency is not readily available in most schools.

2. Transparencies may also be made by the white-light copying machine or the infrared copying machine ("Thermo-fax"). The difference between these two machines is that the infrared copying machine cannot produce black and white transparencies from colored originals while the white-light copying machine can. The transparencies from the infrared copying machine are much easier and less expensive to produce. Usually one of these machines is available in a school.

b. Her knowledge of transparencies that can be made without machines.

1. One of the easiest methods for teachers would be drawing and printing on clear acetate sheets with a grease pen or felt-tip pen.
2. Another simple method would be "lifting" clay-coated color prints. Some techniques use machines; the infrared copying machine is said to be the most successful. A very simple method is one of using "contact" paper and water.

2. The teacher needs to have a knowledge of materials that are available for her use.

a. The transparent material.

1. Often the type of transparent material needed will depend upon the type of machine that one uses. Most machines have specially exposed and different thicknesses of materials that are used in the making of their transparencies. This also applies to the colors that are applied to some of the transparencies, as this is often a specially colored film available in a few basic colors which are sent through the machine.

2. In preparing transparencies with the aid of any type of machine, one can use any type of transparent material that suits her needs. One will find that acetate is cheaper, but it wrinkles while the heavier plastic is more expensive, it is more durable. One may want to cut transparencies of
the appropriate size from large pieces of plastic and also make one's own frames. These frames may be made from thin cardboard, such as file folders. In attaching transparencies to their frames, use masking tape as scotch tape will melt under the heat of the overhead projector.

In applying color there are several methods which one can successfully use without the use of any type of machine:

a. Wax pencils are available in colors.

b. Specially prepared colored inks can be applied.

c. Felt-tip pens made for use with transparencies are possibly the easiest manner of applying color, although one must be careful to buy good quality pens so that they streak and fade as little as possible.

d. Another method of applying color would be the use of colored plastic. This color is usually an ultra-thin layer of color with an adhesive back. The tissue-like backing is peeled off and the color is directly applied to the transparency.
TRANSPARENCIES DEVELOPED

The following two sets of transparencies have been developed for use with junior and senior high school students in home economics. The level is broad as many of the concepts are introduced leaving the extent and depth of the materials to be taught left to the discretion of the teacher and the readiness of the students.

The teaching materials accompanying each of the two sets of transparencies are different. Accompanying the set of transparencies, on Building Relationships is a script which may be either student or teacher read. This set of transparencies is also divided into two sections so that the class will have enough time to fully discuss one section before moving on to the next. Also some junior high school teachers may feel that their classes are not yet mature enough for the second section.

Each of the transparencies in the set on Children's Play is accompanied by learning experiences. The teacher will want to select the learning experiences which are most appropriate for her particular class. In order to enrich the class discussion of the transparencies, questions have been developed for each transparency. This set also includes a list of resource material (books, pamphlets and films) which may be useful in the teaching of the concepts presented by these transparencies.
BUILDING RELATIONSHIPS

Goals

To help students develop:

Recognition of individual differences in human relationships and that people act differently at various times.

Understanding of the various relationships that an individual may establish.

Awareness of the individual's responsibility in his relationships with others.

Appreciation of the importance of friends.

Ability to be a good friend.

Understanding of the many different kinds of love.

Understanding of the importance of getting to know themselves.

Recognition of the complexity and responsibility of marriage.

Generalizations

As a person grows from infant to adult his relationships grow more numerous and complex.

Relationships differ in length and depth, and they change from year to year.

There are many kinds of love, and this is the emotion which is the basis of most relationships.

As a person learns to know himself, he is able to understand his limits and respect himself.
Self-love influences how we see ourselves and in turn how we will react to other people.

The sense of self grows gradually and continually as the individual participates in his environment.

Everyone assumes different roles at different times in their lives.

When an individual is held in high esteem by others, he tends to think of himself as a worthy person.

Other people have a very strong influence on our lives.

Getting to know your brothers and sisters as individuals can do a great deal to strengthen your relationship.

Recognizing and admitting the presence of some unpleasant feelings about brothers and sisters can be a first step in overcoming them.

To have a friend, you must first be one.

A first impression is important but is only one criterion for the consideration of an individual.

Very few people will have all the desirable friendship traits which you will want over a long period of time.

Dating patterns will vary according to the particular culture, to the individual home and also with the individual.

Communication between parents and children can eliminate a great deal of misunderstanding and conflict in dating.

Interest in the opposite sex begins at the start of physical maturity, and the physical maturity of girls begins a year or two earlier than it does for boys.

When teenagers begin to date, their code of behavior is based on family standards.

Dating involves the learning and understanding of many complex skills necessary in good relationships.
Dating, courtship and engagement grow from one into the other as the feelings for each other grow.

Some conflict is normal in any close relationship, as no two people are exactly the same since they come from different backgrounds.

There are a great many major decisions which should be made during the engagement period.

Not all persons should get married.

Every individual has values and directions for his life which determine the framework within his needs to choose a marriage partner.

Within each individual there is an urge to grow toward his fullest potential which may be partially fulfilled through marriage.

Age at marriage is a factor in marital success, but age alone is not an indication of maturity.

Genuine companionability and understanding are more important than sex attraction and romantic love.

Marriage must be considered seriously as there are many responsibilities to others involved.
Building Relationships

Section I

Michelle: Hi! I'm Michelle and this is my twin brother, Mark.

We're here to talk to you about building relationships. Since we're twins we feel that we have an advantage in talking to you.

Mark: Ya, that's because Michelle can tell you how girls look at things and maybe I can tell you how boys feel.

Michelle: We're not experts or anything like that on building relationships with other people, but we have learned a few things in a family life course that we have in our school and just think how much living with him has taught me!

Mark: We think that maybe you can benefit from some of these ideas as we feel that we have. This course was really something as this was the first year a family life course has been offered in our school for both boys and girls. I felt a little odd in the class at first, but after the urging of Michelle, my family and the school counselors, I thought I would give it a try. I'm sure glad that I did because I have learned some things that will help me in my life--no matter what I do.
Michelle: Hate to interrupt you, Mark, but now, isn't the time to go into your speech about how great you think some homemaking courses can be for boys. We have to get back to the subject.

Mark: You're right, of course. It's just that many people condemn home economics without knowing anything about it—just like I used to do. I guess that I would like to tell the world that there is more to home economics than cooking and sewing and that it can be very useful to boys also.

Michelle: I agree, but we're here to talk about relationships. I really don't exactly know where to start. Relationships are so complex in that almost everything one does is affected by some type of relationships with other people. It seems that as a person grows from infant to adult his relationships grow more numerous and complex. This first transparency introduces Mark and myself and also shows how we as individuals become increasingly involved within our home, school, community and nation as our own horizons widen.

T-1 Show this transparency. Perhaps it should be accompanied by a class discussion.

Mark: One could say that the infant's first relationship is with his parents. As he grows, he increases his scope to include his brothers and sisters. Eventually he will include relatives
outside his immediate family, his peers, other adults and finally boy-girl relations. These are probably the most important relationships that an individual will make. As one's relationships become more numerous, they usually also become more complex.

Michelle: Mark's example of how relationships develop is illustrated by this second transparency.

T-2 Show this transparency. Perhaps it should be accompanied by a class discussion.

Michelle: Also one establishes many relationships during his life time, and they differ in length and in depth.

Mark: Yes, and we also learned that love is usually the emotion which either affects or is the basis of most relationships. This is because there are many kinds of love. Our next transparency helps to illustrate some concepts about love.

T-3 Continue to read the script as the transparency is shown. The overlay listing the concepts of love is shown first.

Michelle: Love is, as you can see in the transparency, built on a firm foundation. It is growing and also a complex emotion. There are many kinds of love, and love has many identifiable characteristics.

T-3 Now flip over the top section showing "LOVE" in the chimney.

Michelle: These concepts help to define the total word, love.
Mark: We have two transparencies that will show the class some of the kinds of love, but first maybe they can name some of the types of love. Class, how many types or kinds of love can you name?

Michelle: Perhaps, we should give the class an example, such as love of pets. This type of love is certainly different from other types of love that you experience. Can you name some other types? (Here the teacher might list the types that the class suggests on a blank transparency or the chalkboard.) Good, now we'd like to show you the types of love that we could think of. You might be able to add some others:

Mark: Now we'd like to go on as we discuss some of these types of love a little more deeply--especially those which affect or influence the type of relationships which you will build with other people.

Michelle: Yes, and in our family relations course we have found that it is important to have self-love.

Mark: But this doesn't mean being conceited. Instead it means more knowing and understanding yourself. Knowing your thoughts, your capacities, your abilities, your feelings
Michelle: Yes, and when you know these or at least really try to
gain an accurate perception of yourself, you know your
limits and assets and thus are able to respect yourself.

Mark: Also, I think we should say that the sense of self grows
gradually and continually as the individual participates in
an ever widening environment. Thus, as they are doing
various things they will gain an understanding of them-
selves and how they react in different situations.

Michelle: What you are trying to tell is that everybody assumes
different roles at different times in their lives. Also the
role can be defined as a function assumed by an individual
or a group in a particular situation.

Mark: For example, the role that Michelle and I are assuming in
talking to you right now would be different than the roles
that we take when we are at a party meeting people our own
age. You might have some examples of different roles that
you play in your everyday life. We have suggested a few
situations in which your roles may be different in the next
transparency.

T-6 Read through this transparency and discuss.

Michelle: Yes, these roles are very important as they help the
individual to react to certain situations. Thus an
understanding of the various roles determines the individual's perception of himself. The individual's perceptions of himself determines how he will behave, and the response he receives to his behavior in turn may change his perception of himself.

Mark: This is a complex idea, but when an individual is held in high esteem by others, he tends to think of himself as a worthy person.

Michelle: This is an easy thing for me to see as I can remember how I felt when some of my friends disapproved of my A in English. I didn't want to tell them about it, and yet I was torn between two points because my family thought it was just great. So at school I just never said much about my grade. Therefore, my behavior was changed a little.

Mark: That's a good example, I'm sure that we all know what it's like to change our behavior because of the opinions of others. Other people do have a very strong influence on our lives. When we have a positive view of ourselves, we do not have to be afraid of what is new and different.

Michelle: Yes, and this is why what we call self-love or self-respect is important. It influences how we see ourselves and in turn how we will react to other people.

Mark: This is even true in relation to one's family. We are
constantly asked how we can stand each other because we're brother and sister and twins also.

**Michelle:** Well, Mark, it's probably because we have to. We have a very unique situation because we are twins.

**Mark:** But it's not as hard for brothers and sisters to get along as many people think that it is. We get along with Tom and Sallie, too even though they aren't our ages.

**Michelle:** Probably a great deal of getting along with them is that everyone in our family takes the time to get to know each other as an individual.

**Mark:** Also our relationships change from year to year as do our ages and interests. One can't expect the relationship to remain the same. If we expected them to remain the same, I would still be running around trying to hit you, Michelle, which is a natural reaction for a child, but I don't think you would appreciate it now.

**Michelle:** I'll say that I wouldn't. You reminded me of something. I think that the class should realize that feelings of rivalry are extremely common among very young children. The trouble comes when these early feelings are carried along into later relationships, where they need to be reckoned with wisely.

**Mark:** Yes, and recognizing and admitting the presence of some
unpleasant feelings about brothers and sisters can be a first step in overcoming them. The next step is trying to grow up and get rid of some of the primitive feelings by substituting them for more mature feelings and attitudes.

Michelle: Probably becoming genuinely interested in the persons that your brothers and sisters are, is the best way to improve the whole relationship.

Mark: You can't expect love, attention and service from brothers and sisters because they are related to you. You have to earn respect. Learning to do things together, to share common interests and enjoy mutually shared activities is one effective way of getting along happily together. When you share good feelings about each other, you are able to handle specific problem situations. Here we have our next transparency to help you to discuss your feelings about your brothers and sisters.

| T-7 | The bottom section of the transparency is not shown until the top has been read. It is then flipped and read. After reading this section you might want to list various ways that relationships may be improved. You might want to write on the bottom portion of the transparency if you lift-up the overlay. |

Michelle: As you learn to get along well in your own family, this will help you in your relationships with your friends, dating partners and eventually your marriage partner. As I think
about friends, I always remember that old saying that to have a friend, you must first be one.

Mark: Actually we've heard that one so many times that it sounds old, but it's really true! Also a wide variety of experiences in friendship enriches one's personality, and recreational possibilities exist for those who look for them regardless of financial or physical limitations.

Michelle: We all enjoy doing things and especially with other people--our friends. Another thing that I would like to tell you is that a first impression is important but is only one criterion for consideration of an individual, because you can be wrong. I keep thinking of Chris when I talk about judging on a first impression. Chris and I are now best friends, but my first impression of her was sure wrong. When she moved here, I though she was a snob, but Mark got to know her older brother through football.

Mark: Yah, and it's only because you were forced together that you are the friends that you are now.

Michelle: Stop rubbing it in. You see, Chris was just a little shy and unsure in our high school because she didn't know anyone. Because I judged on first impression, I might have lost Chris' friendship completely.

Mark: Very few people will have all the desirable friendship traits
which you will want over a long period of time. That's why there are times in your life when you are closer to some people than others. We now have a transparency in which you can list some of the qualities which you look for in a friend.

Michelle: This is not a final list because everyone will look for different things and also some qualities may be more important to you than to someone else. We have started the list by adding three qualities that both Mark and I look for in our friends.

Mark: We hope that you have compiled a meaningful list, as when Michelle and I made our list we found that there were also the qualities that we wanted to have as a friend. We also decided to work on these qualities—as qualities of friendship can be cultivated. We hope that you will try to incorporate the qualities that you look for into your personality.

Michelle: Well, at this time we thought that you might want to take a break to discuss any questions that we have brought up. Our next discussion goes on to talk about boy-girl relationships, such as dating, going-steady versus free-lancing, engagements and marriages.
Section II

Mark: Here we are again.

Michelle: Yes, and now we're going to talk about dating, going steady, engagements and marriages. To begin with many of our friends have had problems in dating as it relates to their family. This isn't a problem in our family, but this may be because we have reached some agreements. Our family has found that cooperative planning makes the acceptance of dating regulations easier.

Mark: In other words, when our parents feel that certain regulations should be set up, we all get together and discuss what we think are reasonable regulations. This makes it easier for both our parents and ourselves. This is the way that our family sets up rules about dating. Of course, we all must realize that dating patterns will vary according to the particular culture and also the individual home. Our older brother has a different set of rules from us and hopefully Sallie, our little sister, will have her own boundaries when the time comes. Even Michelle and I have different rules because of our different responsibilities in dating. For example, my time to be home is later than hers because I have to take my date home first.

Michelle: What we do in our home, may not work in yours, but you
should try to establish some type of communication between your parents and yourself. This communication will involve listening as well as talking. If some sort of communication is established, it can eliminate a great deal of misunderstanding and conflict.

Mark: Or at least bring the conflict out into the open where it can be discussed and eventually solved. One way of incorporating dating into the family is to plan dating as part of the over-all family activities. This can really be fun! What are some activities that you could participate in as a family with dates? Possibly you might like to make a list of these on this next transparency. Then you might like to try some of them out and report their success or failure to the class. We have started the list with three activities.

| T-9 | Read the transparency and add to the list of activities. |

Michelle: It is interesting to note that interest in the opposite sex begins at the start of physical maturity and that the physical maturity of girls begins a year or two earlier than it does for boys.

Mark: What she's trying to say is that boys are slower than girls for a couple of years, but they catch up fast! When teenagers begin to date, their code of behavior is based on
family standards.

Michelle: Yes, and some girls and boys of high-school age are not ready for dating as some people mature later than others. Dating in itself involves the learning and understanding of many complex skills necessary in good relationships. This next transparency lists some of the skills that dating will help you to develop. You might want to add some skills to this list.

T-10 Continue to read script as you start to look at this transparency.

Michelle: You might want to discuss some of the skills in your class. Whenever I see the skill of facial expressions and gestures, I think of what my aunt told me. She said that whenever she was on a date and didn't know what to do, she would just smile. Then people would usually talk to her or at least ask her what she was smiling about. This really works for me, and I've noticed that often it puts my date at ease and from then on it's easier to talk.

T-10 Discuss this transparency at this time.

Mark: Dating also has many values which an individual may gain. This next transparency shows some of the values. Each of these values of dating is very important to your growth as a person. This particular transparency lists some of the
values of dating which we have found. You may find some
others in your class discussion.

T-11 Discuss this transparency.

Michelle: Also I would like to add that dating different types of
persons provides opportunity to become aware of the traits
important in a desirable marriage partner. This brings us
to another subject— that of going steady. Going steady cer-
tainly does have some advantages, but then it also has some
disadvantages. We'd like to discuss going steady in contrast
to what my brother, the lady's man, calls free lancing.

Mark: Oh, come on, Michelle, I just like to date different people.
I don't want to get serious yet. Besides there are so many
girls to date, but then that's only my opinion. There are
many reasons why girls and guys go steady. We have a
transparency of these reasons.

T-12 Show transparency here as you continue to read the script.

Mark: Perhaps you'd like to add some more reasons in your class.
Going steady could sure save a guy's pocketbook, if the
girl was more considerate of the money that he spends.
We've listed this under the term, practical considerations,
in the transparency.

Michelle: Probably the disadvantage that I think is the most
important is that your friendships are limited. When you go steady, you miss out on meeting a lot of people which brings you to a second disadvantage of going steady— that of narrowing the choices of the person that you marry.

Mark: There's also the chance that in a relationship such as going steady that the personality development may be one-sided. This means that you may not experience all the different responses that you can make to different people.

Michelle: Another disadvantage would be that you get so involved with the person that you are dating that you do nothing with anyone else. This wouldn't happen to everyone, but it would happen to many couples.

Mark: Yes, and limiting personal contacts to one person and his interests has a narrowing effect on one's own personality. This also brings about the idea that there is a possibility that going steady may lead to early marriage. Your class may want to add to this list of advantages and disadvantages of going steady. You may even want to take a survey of your school to find out the opinions of your peer group.

Michelle: It seems that we are getting into more complex boy-girl relationships. Next we would like to discuss engagements. Neither Mark nor I have ever been engaged, but we would
like to share with you some of the ideas that we have learned about engagements.

Mark: Of course dating, courtship and engagement grow from one into the other as feelings for each other grow. Then also engagements today differ from those of long ago. We don't feel that there is a set time for an engagement period, as long as it is "long enough". It should be "long enough" to accomplish certain goals. We have listed several of these goals on the next transparency. These are the goals that we feel are the most important. You may want to add others.

T-13 Read through this transparency and then add goals for the engagement period or discuss those proposed.

Mark: You may also feel that some of the goals are more important than others. For example, I feel that the couple's getting to know each other well is much more important than the girl getting her clothes ready, but then Michelle and some of the girls in your class may disagree with me, huh, Michelle?

Michelle: Well, not exactly, Mark. I certainly would like to have time to get my clothes and wedding plans all completed, but my fiance and my relationship with him is much more important to me. What do you think, class? (CLASS
The engagement period has both hazards and advantages. There are a number of serious decisions to make during this period. It seems that young people whose engagement is long enough to make definite plans for the future are apt to encounter less difficulty in marriage. Also preparation for marriage may help to avoid serious conflicts after marriage.

Of course, some conflict is normal in any close relationship, as no two people are exactly the same since they come from different backgrounds.

Yes, but they say the more areas of agreement before marriage, the greater the chances of a satisfying marriage. Also, individual need must be considered in relation to marriage. Here we would like to show you two transparencies showing some of the advantages and the hazards of the engagement period.

Have the class read through these advantages and hazards. This is an excellent time to have a class discussion.

You may have some ideas of your own that might be added to these transparencies.

It seems that the engagement period is a time when a great many decisions must be made. Future plans will be
discussed, premarital consultation will take place, wedding plans will be decided and honeymoon plans will be made.

Michelle: That's sure a time for decisions. We now have a transparency that goes into some of these major decisions in depth. Of course, here we are discussing only one of the four areas that Mark just mentioned—the area of future plans.

T-16 Discuss this transparency as you read through it.

Everytime I look at this I decide that I need to wait a little longer before I tackle all these decisions.

Mark: That's very true, marriage is a serious business. That's why you should know a great deal about the person that you plan to marry.

Michelle: This next transparency is a "Beware" transparency...it lists some of the differences that one would be aware of in selecting their mate.

T-17 Discuss this transparency.

Mark: One should also remember that not all persons should get married. There are some personality types that have difficulty in marriage, such as the overly possessive, the continually dissatisfied, the temperamental, the "superior", the overly meticulous and the flirt as they are terribly hard to live with. You might want to discuss these personality
types in class and decide why they would be hard to live with.

T-18 Discuss this transparency.

Mark: Do you think that you could live with these people? Why or why not? What other people might you be unable to get along with?

Michelle: Also when you are deciding upon a marriage partner you might want to consider qualities other than those on the surface. Brother Mark calls these "L.Q." which means lasting qualities. Some of these qualities you must look a little deeper for, but they may be quite valuable in considering someone that you want to spend the rest of your life with. Marriage is a very serious relationship.

Mark: Right. It's also a relationship that you will not want to enter into without some deep thought. Knowing what you want out of marriage helps one choose wisely. Also for each individual there are certain personality traits which are basic for a satisfying marriage.

Michelle: Then there is always the question of age. It is said that age at marriage is a factor in marital success, but age alone is not an indication of maturity.

Mark: Yes, and emotional maturity of both partners is of great significance in the success of marriage.

Michelle: It is also said that similar social backgrounds, traditions,
ideals and interests are conducive to success in marriage.

As a class you may want to list some of the factors in social backgrounds, specific traditions, ideals and interests which may effect a marriage if both of the partners feel differently about them. This next transparency is designed to help you think about the factors to consider in choosing a mate.

T-19  First overlay the upper section of factors, then after the discussion of the first four factors, overlay the bottom section of factors. Next you may start at the bottom of the scale and show how different individuals will vary in their rating as a marriage partner.

Mark: Another thing that I've heard is that genuine companionability and understanding are more important than sex attraction and romantic love. This is probably because companionship and understanding last longer than sex attraction and romantic love.

Michelle: It seems that there are many factors, both material and personal which govern the wise choice of a marriage partner.

Mark: Yes, and that couples are not ready to marry unless they can face problems objectively. This seems like a big order, but marriage is a serious business; and it's something to be thought about rationally and objectively not just emotionally. I think that it is better to wait and be sure rather
than to jump in and then be sorry. There is a great deal of life to see before getting married because there are many responsibilities involved in marriage.

Michelle: Mark, you sound like you are lecturing the class.

Mark: Well, I guess that I am, but I wanted to make sure that they understood the seriousness of a marriage. A marriage is not just the end of life. It's the beginning of a new life, one that is complicated by many responsibilities for persons other than yourself.

Michelle: As much as I hate to admit that you're right, Mark, I do believe what you are saying. And, class, we want you to take advantage of what we have learned. First, you might go over some of these transparencies in class and discuss points that you might want to add or discuss them more fully. Then, if you are considering becoming serious with someone, ask them questions and really get to know them.

Mark: Of course, when you begin to ask them questions, you must stand up and explain what you believe, but this is a terribly important part of dating. You might even want to talk this over with other people, such as your parents or other close adults as well as each other. The more opinions that you get, the stronger yours will become in some areas.

Michelle: Yes, and we feel that this is good because you will then
know what you want out of life. Personally, I'm still looking and deciding, and the more I look, the more I have yet to find.

**Mark:** Well, it's about time for us to go. We hoped that we have helped you in some ways.

**Michelle:** At least we hope that we have brought some questions into your minds.

**Mark:** That's right because you have to ask questions before you can find the answers.

**Michelle:** Thank you for inviting us. We have enjoyed sharing our thoughts with you.
Sources Used in Making Transparencies


Directions for Making Transparencies.

Most of these transparencies can be most easily made by using the master supplied and using the infrared copying machine ("Ther- mo-fax") available in most schools. Color can be quickly added by using felt-tip pens made for use with transparencies.

Exceptions or additions to the above directions:

Transparencies No. T-3, T-7 and T-19. These transparencies are made by the overlay method. They consist of parts which are overlayed on a basic transparency. These top portions should be attached with masking tape to the frame of the transparency so that they may flip on or off the basic transparency. Some of them may need to be cut along the dotted lines, as they have several movable sections which will probably be added at different times to the basic transparency when used in teaching.

Transparencies No. T-14, T-15 and T-17: These transparencies can be made into progressive disclosure transparencies. This is done to control the rate of presenting material by covering parts of the transparency with paper and exposing the material when one wants to discuss a point. Construction paper could be used to cover the various sections, and the pieces can be attached to the frame of the transparency using masking tape. It is sometimes a good idea to print on the construction paper what it is covering on the transparency. Then when a point is brought up in class discussion, the teacher can quickly find it on the transparency.
Transparencies
LOVE

5. Many identifiable characteristics

4. Many kinds

3. Complex emotion

2. Growing

1. Built on a firm foundation
Types of LOVE:

1. Love of intangible and inanimate things.
2. Self-love (self-respect).
3. Love of mankind.
4. Love of pets.
5. Spiritual love, love of God.
6. Patriotic love (love of country).
7. Love of friend (platonic).
8. Family love.
9. Love between a man and woman.
   a. Puppy love
   b. Infatuation
   c. Physical love
   d. Compatibility
   e. Complete

10. 

11. 

[Image of a cartoon couple]
How does your behavior change when you are:

1. Playing with a child?
2. Being interviewed for a job?
3. Going on a date?
4. Talking to your grandmother?
5. Playing tennis with your friends?
6. Having a fight with your brother?

These could all be considered roles which you play!
1. Think about a particular situation.
2. Explain the incident in detail.
3. Understand your feelings and the relationship.
4. Improve the relationship.
Do you feel your brother or sister is...

jealous  irritating
resentful  aggressive
hostile  exasperating
annoying  bothersome
maddening  troublesome
offensive  displeasing
frustrating

Do something about these negative feelings...
Qualities of a Friend:

1. Sincerity
2. Honesty
3. Loyalty

4.
5.
6.
7.
8.
9.
10.
Family - Dating Activities:

1. Picnics
2. Showing home movies
3. Barbecues
4. _______________________
5. _______________________
6. _______________________
7. _______________________
8. _______________________
Skills in Dating

1. Social arts & interaction
   a. Conversation
   b. Manners
   c. Facial expressions & gestures
   d. 
   e. 

2. Activity skills
   a. Bowling
   b. Tennis
   c. Card games
   d. 
   e. 
   f. 
   g. 

3. Other skills
   a. 
   b. 
   c. 

Values of Dating:

1. Growth in personal attractiveness is rewarded.
2. Poise grows as social situations develop.
3. Establishing ethical standards is a requisite.
4. Developing a sense of humor is encouraged.
5. Learning to plan and to share becomes imperative.
6. Learning to live with differences is required.
7. Development of social skills is encouraged.
8. Understanding members of the other sex is facilitated.
9. Standing up for what you believe is required.
10. Forming new friendships is encouraged.
REASONS FOR

Social Security
Social Pressure
Mutual Preference
Practical Considerations
Conformity to Local Customs

REASONS AGAINST

Getting Involved
Early Marriages
Limited Friendships
Narrowed Marriage Choices
One-sided Personality Development

Going Steady
Engagement Goals

1. Getting to know each other well.

2. Letting your families know you as a couple.

3. Learning to respond as a couple.

4. Planning for married life.

5. 

6. 

7. 

8. 
Engagement Advantages

1. Greater feeling of confidence so the couple can be more natural.

2. Build up economic resources.

3. See if glamour remains on a closer acquaintance.

4. Opportunity to find out more about the background of each.

5. Work out agreements about some questions or problems after marriage.

6. More opportunity to really get acquainted.
Engagement HAZARDS

1. Too great intimacy.
2. Isolation from peer group.
3. Interference of family and friends.
4. Quarrels caused by undue tensions.
5. Length of the engagement.

6. 

7. 

8. 
Future Plans:

1. What kind of home do you want?
2. Who will do what?
3. What place will your in-laws have?
4. Whose friends will be yours?
5. How will you bring up your children?
6. In what community activities will you participate?
7. What will be your religious affiliation and participation?
8. What will be your recreation?
9. How will decisions be made?
10. Decisions will be made concerning expression of love, sex, and affection.
Beware of Differences In:

1. Age
2. Nationality
3. Race
4. Economic Status
5. Family Background
6. Education
7. Intelligence
8. Previous marital status
9. Religion
Personality types that have **DIFFICULTY** in marriage.

- the overly possessive
- the superior
- you
  - the temperamental
  - the flirt
  - the continually dissatisfied
Health Considerations
Family Background
Mental Abilities
Emotional Stability
Common Interests
Ethical Standards
Spiritual Values
Economic Values
Mate Selection Factors

Pass

1.
2.
3.
4.
5.
6.
7.
8.
9.

Fail

10.
11.
12.
CHILDREN'S PLAY

Goals

To help students develop:

Awareness of the need to help children enjoy their play.

Awareness of the need to choose children's play materials wisely.

Recognition of the importance of appropriate play equipment and materials.

Understanding of the safety measures which one must use with children.

Understanding of the various types of play.

Judgement in providing for various play activities for small children.

Recognition of the importance that play has in a child's life.

Recognition of the importance of one's own contributions to the younger children in the family.

Generalizations

Interest in children increases as understanding of them is developed.

Play makes many contributions to the development of a child's physical, mental and social growth.

Play can be classified into several different categories: active, dramatic, social, creative and mental.

Variations in play may be traced to many factors: health, motor development, intelligence, sex, environment, socio-economic status, amount of leisure time.
The adult has the responsibility to provide the atmosphere and resources for children's play.

Family play is important to the child in his development into a member of the family.

Play helps the child to establish the sex role that society expects.

Play may give the child a medium through which he can discharge many of his feelings.

In play, through modeling, children may learn their roles, attitudes and values.

Through play a child is able to gain knowledge of his own abilities and how they compare to others; therefore, play helps to develop a self-concept.
<table>
<thead>
<tr>
<th>Transparency No.</th>
<th>Question</th>
</tr>
</thead>
</table>
| T-20            | 1. What is play?  
                          2. Explain how each of the words on this transparency relates to play. Give an example of a play activity which is illustrated by each word. |
| T-21            | 1. How are these needs met through play?  
                          2. Can you give us some examples of how these needs are met? |
| T-22            | 1. Why is it important for a child to learn to play the sex role that society expects?  
                          2. What are some play situations in which a child is likely to become aware of his sex role?  
                          3. How do other children influence a child to take certain roles in play? Can you give us some examples? |
| T-23            | 1. What are some of the feeling that you think a child may discharge while he is playing?  
                          2. Why is it good for him to be in a situation in which he can discharge his feelings? |
| T-24            | 1. Is it important for a child to develop a self-concept? Why?  
                          2. Can you name some play situations in which a child would be able to compare his abilities to other children? |
| T-25            | 1. How is play complex?  
                          2. What other factors might play combine besides the three that are named? |
| T-26-T-30       | 1. What do you think characterizes this type of play?  
                          2. What are some types of play equipment that might induce this type of play?  
                          3. What are some other examples of this type of play? |
### Questions to Enrich Transparencies

<table>
<thead>
<tr>
<th>Transparency No.</th>
<th>Question</th>
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</table>
| T-31             | 1. What would be some examples of these types of play?  
2. Can you think of some activities which would involve three types of play? |
| T-32             | 1. Can you think of any other factors which may cause variations in play?  
2. How could each of these factors cause a difference in a child's play? |
| T-33             | 1. What do you think is the adult's responsibility in supervising children's play?  
2. Under what circumstances do you think that an adult should interfere with a child's play? |
| T-34             | 1. Do you feel that it is your responsibility as an adult to supply all the opportunities possible for children's play?  
2. What else can you do to improve the child's play? |
| T-35             | 1. What are other characteristics which you would like to see in children's toys?  
2. Can you give us a specific example of how each of these characteristics would be valuable in the selection of children's toys? |
| T-36             | 1. Why do families who play together, stay together?  
2. How does playing together help a family to become closer?  
3. Where and how could families play together?  
4. What could they do as family projects?  
5. When and how often do you think families should play together? |
Learning Experiences To Reinforce Transparencies

Transparency T-20:

Use this transparency as a motivational device for a buzz session in introducing the subject of play. For example, the instructor might start down the list--"Play is doing what?", "Play is learning what?", "Play is acquiring what?", etc. This can be made into a game by splitting the class into a number of groups and giving points for each answer. Any type of point system may be devised.

Have students collect various illustrations of children playing to make a collage. Use this collage by pointing to various pictures and asking the students which function as shown on the transparency that the child is completing. Baby pictures (not posed ones, but ones that show action) of the students in the class may be used in the same manner.

Transparency T-21:

Students observe a group of children at play and then discuss in a group or write an observation on the needs which the students thought the children were trying to meet. Here examples could be quite valuable in illustrating the needs.

To teach item 8 on transparency T-21, the "need to live out experiences in music, rhythm, and stories," have the librarian and the music teacher visit to tell of stories, books and music for children the skills in their usage by the students. They might be able to bring examples of books and instruments that the children may use. Demonstrations in telling stories and presenting music to the children may be of help. The librarian may also discuss comic books--their advantages and disadvantages.

Students collect suitable books for children. Then they should explain why or why not they are "suitable" for children and what they try to teach the children. This could be combined with listening and evaluating records designed to stimulate imagination or to develop rhythm play.
Conduct a class field trip to see the children's section of the local library. Here the librarian may speak to the group on the subject of the children's favorite books and illustrate how to tell a story.

Transparency T-22:

Have students list all of the ways children act out their sex roles or revolt against the traditional concepts of sex roles. Then discuss how these activities may develop or change in reference to the sex role an individual acquires as he or she matures.

Have students divide into groups to plan a ten-minute radio program for children. Suggestions for topics of the radio programs might be to plan a program:

1. Illustrating how society uses certain stories to train children to play certain sex roles.
2. Demonstrating materials that are aimed at reaching and projecting the masculine (or feminine) image to children.
3. Illustrating the manners in which adults interfere with the play of children interjecting how they feel a certain sex role should be played.
4. Showing how sex roles may differ from one society to another.

Discuss these radio programs.

Students bring names of families they know who have children of less than school age. They make out a survey sheet and then present the survey questions to these families. This survey might contain such questions as:

1. Approximately how often does your boy or girl play house?
   a. What role does he or she usually take (mother, father, child, etc.)?
   b. Does he or she take this role voluntarily or is it forced upon him (her) by the other children?
2. What play activities is your child most frequently involved in?
   a. Do these activities connotate a masculine, feminine, or neutral role?
b. Do you as a parent care what type of play activities your child prefers? Why or why not?

3. Do you feel that it is important for a child to portray a masculine or feminine image in his play? Why or why not? If you feel that it is important, how do you help your child fulfill this image?

Discuss and evaluate the results of your survey in class.

Transparency T-23:

This transparency provides the teacher an excellent opportunity to ask the class what kind of feelings a child may discharge. As the class members volunteer, the instructor may wish to make a list of these feelings.

This transparency also provides the instructor with an opening into the subject of emotions and the emotional development of the child. Here the instructor may wish to bring in someone to talk to the class concerning any emotional problems of the small child. The classroom guest may be a psychiatrist, psychology teacher, counselor, nursery school teacher, etc.

Students could role-play various situations, illustrating how their behavior differs from the child's.

Transparency T-24:

Have the students observe several children at play and then in a class discussion explore any situations in which the students felt the children were learning about their own abilities. Discuss any situations in which the children compared their abilities.

Discuss the value of a child developing a self-concept. Next discuss how the child develops a self-concept by basing it on what he thinks other people think of him. Then divide the class into several groups and have them act out minute dramas which you may want to call mirror images. These mirror images would be situations in which other people intentionally or accidentally would give a child an indication of his appearance, athletic ability, personality, ability to get along with others, etc.
The actors may then want to verbalize how they felt in the role and the class may decide what effect these people's actions may have on the child either immediately or later in his life. The class should discuss each mirror image immediately after it is given.

Transparency T-25:

Here you may want to show illustrations of children playing and let the students see how many times the children combine gesture, action, dialogue and other components in their play. (You might add that the photographs can only catch the children in a moment in their play.)

Role play some situations in which a sitter interferes with the child's play. The class will then discuss the situations and decide whether the sitter is a happy or sad experience for the children.

Transparencies T-26 through T-30:

Have class members add their own examples of the various types of play to those already given as examples. They may also discuss the characteristics of each type of play.

Have a panel discuss the child as he develops from each type of play.

Divide the class into groups and have them study the different types of play and their importance to the growth and development of the child. Have them present their findings.

Have the students demonstrate and practice various creative activities appropriate for young children. This may be adapted to all the types of play.

Transparency T-31:

Here the students will want to give examples of the combined types of play. The class could be split into groups of six (or
any other number) and the group which finishes first (if correct)
will win the game. The teacher should stress the point that
often three types of play could be combined also—sometimes
even four.

Transparency T-32:

In discussing this transparency the class could add several
factors to this list of variations in play— such as age, play
materials available, etc.

Perhaps the instructor could have a panel of mothers and their
preschool children in to talk to the class concerning their
children's habits and schedules. During this time the children
could be shown several toys and then left alone to play. The
students would gain an understanding of the children's vari-a-
tions in play by observing them and also listening to their
mothers. A discussion should follow this activity.

Have the students conduct a children's party at school with
food, games and activities related to the age of the children.
Observe the differences in the children's play at this time.

At this time you might have some problem situations arising
from variations between children put into a grab bag. The
class members could divide into groups and select two prob-
lems per group. The groups would then have some time to
discuss the problems and then present their problems and
possible solutions to the class.

Transparency T-33:

Discuss the role of adults in children's play. This may be done
in the form of an adult panel or as a class discussion. You
may want to include questions such as the following:

1. Should adults play with children?
2. What is meant by guiding children's play?
3. When should authority be used in children's play?
4. How long should children engage in active play?
   in quiet play? Should the adult enforce this length
   of time? How?
5. Should adults suggest games for children to play?
Have students evaluate several radio and/or television programs for children. Report to class on the techniques used by the adults and the effects of these programs on the children watching. You may follow this by having the class plan a mock radio or television program and present it to nursery school or kindergarten children.

Transparency T-34:

To reinforce the concept presented by this transparency, perhaps a nursery school teacher or another specialist in child care could come in to speak to the students on play materials available and some of the concepts that are important in children's play.

If feasible, a trip to a nursery school would be an excellent experience at this point. The students could observe both the children and the play space and materials. The teacher should visit the school first in order to determine the worth of making the trip as all "day-care centers" would not fulfill the requirements of a worthwhile, beneficial environment for the children.

Have a "playday" for the students to make toys and playthings and to experiment with various materials which can be easily made for children to play with--such as fingerpaint, clay, etc.

Have students make lists of articles and playthings that will stimulate a variety of senses in the children. This may be followed by a discussion of how the articles stimulate the children.

Role play incidents showing what toddlers might do with a common household object such as a saucepan or spools and what learning experiences are involved.

Transparency T-35:

Have the class assemble a collection of various toys. Then divide them into two groups according to good and poor on the basis of what makes them desirable or undesirable.
The class could make a list of household articles which are safe for children to use for toys and also those that are unsafe. Then give reasons for categorizing the articles.

Have the students bring safe and unsafe children's toys. Then develop a check list for evaluating children's toys.

**Transparency T-36:**

At this point a panel may present the topic of family play suggesting ideas and activities that the family may want to explore together.

A bulletin board on the topic of holidays in which families are together might introduce this topic.

Conduct a survey to find out how many families "play together" and what activities they work together in.
Evaluation Devices

1. Have each student write an essay on the topic of "What I Have Learned From Our Unit on Play" or "How This Unit on Play Has Helped Increase My Understanding of Children's Play."

2. At the beginning of the unit give a pretest on children's play and then at the end retest the students to see how much has been learned.

3. Have students role-play what they feel is the most important concept in children's play.

4. Shows several illustrations of children at play and have the students evaluate the play situation as to what the child is learning, the play materials being used, the needs the child is meeting, the type of play the child is participating in, etc.

5. Have the students describe what they think a "good play situation" is using one sheet of paper.

6. Have the students completely plan a children's party using all the concepts which they have gained from their unit on children's play.
Extra-curricular Activities

1. Have the class set up a babysitting agency to take care of young children during P. T. A. meetings and other school events.

2. Plans for home projects within the areas of child development and child play could be made.

3. Near Christmas each class member may make an inexpensive toy to send in the F.H.A. Christmas box for the World Christmas Festival or a nearby charity of some sort. Two suggestions would be an upside-down doll with different type head when turned upside down and a bear made from an old coat of napped material.

4. Students could help serve lunch in the lower grade rooms or help with a day-care center on Saturdays. Some students might also tell stories to first or second graders at a nearby grammar school.
Sources Used in Making Transparencies


Teaching Resources

Films

Blocks -- A Material for Creative Play  
Demonstrates creative play with blocks  
16 minutes, 1958  
Black and white or color  
Purchase or rent -- Campus Film Productions
Catch a Tiger
Illustrates nursery school activities on music, dance, and art
26 minutes
New York University Film Library

Children's Play
Shows the contributions parents can make to play and the variation of play at different ages
27 minutes, 1956
Black and white
Distributed by McGraw-Hill Book Company

Planning Creative Equipment for Young Children: Part I--Outdoor
Shows a variety of play materials for young children and tells how the community can obtain them.
10 minutes, 1960
University of California

Play Materials for the Elementary School
Illustrates inexpensive play materials which can meet the needs of younger children.
22 minutes, 1959
Color
Ball State Teachers College

They Learn from Each Other
Illustrates solitary play of preschool children
29 minutes, 1959
Merrill-Palmer Institute, for sale: Wayne State University, for rent.

Books and Pamphlets


"Why... play in a hospital... how...". New York, The Play Schools Association.


Directions for Making Transparencies

Most of these transparencies can be most easily made by using the master supplied and using the infrared copying machine ("Thermo-fax") available in most schools. Color can be quickly added by using felt-tip pens made for use with transparencies. The exception to this could be transparency T-31. Here the writer would suggest that you use colored plastic ("color-stik" is a brand name) which can be applied in block form and does not streak.

Exceptions or additions to above directions:

Transparencies T-26 through T-30: These transparencies are a little more complex than some of the others as they have an extra piece of acetate which fits over the "example" space. This piece is attached by using masking tape and attaching it on one side to the frame. The piece then acts as an overlay and is movable.

Transparency No. T-31: This transparency consists of two overlays upon the basic transparency. The top overlay consists of a blank piece of acetate so that the examples can be supplied by the class and when this piece is scratched, it can be replaced. The overlays should be attached at different sides to the frame of the transparency using masking tape.

Transparencies No. T-21, T-25 and T-35: These transparencies can be made into progressive disclosure transparencies. This is done to control the rate of presenting material by covering parts of the transparency with paper and exposing the material when one wants to discuss a point. Construction paper could be used to cover the various sections and the pieces can be attached to the frame of the transparency using masking tape. It is sometimes a good idea to print on the construction paper what it is covering on the transparency. Then when a point is brought up in class discussion, the teacher can quickly find it on the transparency.
Transparencies
Play is...

- Doing
- Learning
- Acquiring
- Examining
- Observing
- Motivating
- Adventuring
- Clarifying
- Discovering
- Interacting
- Reinforcing
- Stimulating
- Enterprising
- Problem Solving
Playing satisfies my needs!

1. need to belong.
2. need to feel accepted.
3. need for change.
4. need for rest and relaxation.
5. need to be aggressive.
6. need to mess and explore.
7. need for achievement through own efforts.
8. need to live out experiences in music, rhythm, and stories.
Through play a child learns to play the sex role that society expects.
PLAY in a free and secure situation is the natural medium whereby the child may dare to discharge his feelings.
In play a child learns about his abilities and how they compare with the abilities of others—he develops a self-concept.
PLAY IS COMPLEX!

It combines:

a. Gesture
b. Action
c. Dialogue
d. __________
e. __________
1. Riding Tricycles
2. Running Relays
3. Playing Hide-and-seek
4. Playing Baseball

1. Imitating Animals
2. Playing Doctor & Nurse
3. Playing Cowboys & Indians
4. Playing "G"men & Bandits

1. Playing House
2. Playing Store
3. Giving Parties
4. Playing Games
Types of Play:

Active Play

Examples:
Types of Play:

Dramatic Play

Examples:
Types of Play:

Social Play

Examples:
1. Drawing and Painting
2. Block Building Activities
3. Clay Modeling
4. Making Collages

1. Imaginary Playmate
2. Fireman—"conquering hero"
3. Martyr—"suffering hero"
4. Space man—first on the moon
Types of Play:

Creative Play

Examples:
Types of Play:

Mental Play

Examples:
Social

Mental Social

Creative Mental Social

Dramatic Creative Mental Social
Combining Types of Play

<table>
<thead>
<tr>
<th>Mental</th>
<th>Creative</th>
<th>Creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic</td>
<td>Dramatic</td>
<td>Dramatic</td>
</tr>
<tr>
<td>Active</td>
<td>Active</td>
<td>Active</td>
</tr>
</tbody>
</table>
Variations in Play

1. Motor development
2. Intelligence
3. Environment
4. Socio-economic status
5. Amount of leisure time
6. Sex
7. Health
8. ___________________
9. ___________________
10. ___________________
What is the Adult Responsibility in Play?

I’m going to beat you up!
YOU CAN HELP CHILDREN BY PROVIDING:

1. the right play materials
2. sufficient play space
3. the freedom to play
Select toys that are:

1. Safe and sanitary
2. Durable
3. Artistic in color and design
4. Have continued usefulness
5. Suitable for a particular age
6. 
7. 
FAMILIES WHO PLAY TOGETHER, STAY TOGETHER!

1. Why?
2. How?
3. Where?
4. When?