

A STUDY TO DETERMINE THE PRESENT STATUS OF FAMILY LIFE AND SEX
EDUCATION IN GRADES KINDERGARTEN THROUGH FOUR
IN BOZEMAN, MONTANA

by

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fulfillment of the requirements for the degree

of

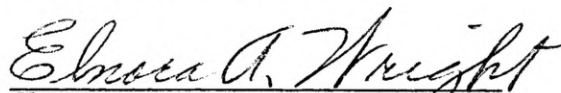
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ABSTRACT

The purpose of this study was twofold. First, to compare the instructional methods used in teaching Family Life and Sex Education in grades Kindergarten through Four in the Bozeman Schools with programs considered acceptable and adequate in various schools in the United States. Secondly, to assess the teachers' opinions and attitudes, the instructional methods, and the degree to which they teach about Family Life and Sex Education.

Four programs currently in operation in other cities were carefully analyzed. Using them as a basis, the investigator prepared a curriculum guide (see pages 13-16) for the lower grades, which was given to the teachers.

A survey questionnaire (Appendix F) was sent to the sixty-six teachers in grades Kindergarten through Four in Bozeman.

After completing the tabulation of the questionnaires the investigator arrived at the following conclusions:

1. This subject matter is being taught in varying degrees in the Bozeman Schools.
2. The instruction at this level should be taught by the classroom teacher.
3. The regular school curriculum includes a considerable amount of information in social studies and health education. The sex-related information should be integrated with the existing programs and not taught as a separate unit.
4. Adequate teaching aides and reference materials should be provided for the teacher.
5. Parent cooperation and education is essential for a successful program.
6. Sex education merits adequate teacher preparation the same as any other school subject.
7. The colleges should require courses in social and behavioral sciences for teacher preparation.
8. The local school should provide in-service training, first to introduce the program and later to up-date it.
9. The school should formulate a basic sex-education program.

A local course of study is being developed. The results of this study may be used as one of the guidelines for teacher-preparation and curriculum content.

CHAPTER I

INTRODUCTION

The trend toward Family Life and Sex Education is nationwide. The Bozeman School Board recognizes the need to incorporate this instruction in its curriculum. It is not something that can be put into the curriculum without careful cooperative planning. The curriculum coordinator is presently developing a program coordinated from kindergarten through grade twelve to be taught by carefully selected, competent personnel.

For some classes in the Bozeman Schools specialists will be designated to teach Family Life and Sex Education. Special teachers will not be provided for the Kindergarten through Grades Four, for it is generally agreed that the teachers in self-contained classrooms have continuous opportunities to answer questions bearing on family life that come up in the ordinary events of the day in the content of every subject. A grade-by-grade course of study will be provided, but the teachers will have considerable leeway in handling the teaching in ways that are comfortable for them and adapted to the needs of their particular group.

This investigator plans to survey four curriculum guides for sex education programs, prepare suggested curriculum guides for grades kindergarten through four, and survey the teaching practices presently being used in the Bozeman elementary grades. The curriculum guides will be based, in part, upon the results of questionnaires responded to by the Bozeman classroom teachers.

STATEMENT OF THE PROBLEM

The purpose of this study was to compare the instructional methods used in teaching Family Life and Sex Education in grades Kindergarten through Four in the Bozeman Schools with programs considered adequate in various schools in the United States. To what degree did they teach those concepts? What were their attitudes? How were they taught?

DESIGN OF THE STUDY

The procedures that follow were proposed as a means for accomplishing the goals of the study. The curriculum guides prepared for Chicago, Minnesota, Oregon, and the SHES program (School Health Education Study) would be examined. The topics presented would be charted. A curriculum guide would be prepared using the curriculum in use in Chicago as a nucleus. This nucleus would be revised to include the topics proposed in the other curriculum guides.

The investigator further proposed to send out questionnaires to all of the classroom teachers in grades Kindergarten through Four in the Bozeman Schools.

LIMITATIONS

This study was limited to the teachers in the Bozeman School system because only their opinions were needed for the proposed program.

It was assumed that in the envolving varieties of procedures in teaching about Family Life and Sex Education, there would be biased opinions and

attitudes expressed by some of the classroom teachers surveyed. It was also assumed that much of the information gleaned would, of necessity, be subjective since little statistical data had been recorded.

SIGNIFICANCE OF THE STUDY

A curriculum guide for the teaching of Family Life and Sex Education merited careful consideration. The information gathered through making this study would be valuable as resource material for the curriculum coordinator of the Bozeman Schools who is presently preparing a course of study. The information could be resource material for possible in-service training in the elementary schools. First-hand knowledge of the methods and procedures to be used for teaching these concepts would enable the investigator to assist in the development of the program in her classroom and in the Bozeman School System.

CHAPTER II

REVIEW OF RELATED LITERATURE

There is a growing awareness among schools and community groups of the need for instruction in family life and sex education. In 1968 the Bozeman School Board recognized the need to incorporate this instruction in its curriculum. In order to relate the factors involved in setting up criteria for instruction in sex education and family life in our community, the trustees of the School District established a committee of eighteen representing various elements of the social structure. This investigator was a member of that group which was charged with responsibility for determining the curricular needs in this area and the attitude of the community toward this type of instruction.

This committee met monthly and reported on the findings of its sub-committees. To find the attitude of the community, the sub-committees gathered information using a parent survey, student surveys, interviews, and statistical data from school and county records. As a result of the findings, the committee recommended that the school should initiate a program which would supplement that which students receive from parental and religious sources. The curricula coordinator is working on a local course of study.

In the upper grades and high school, Family Life Education will be incorporated in several curriculum areas. At those levels, specialists and the physical-education instructors will take the primary responsibility for sex education. In science classes, the physiology of reproduction will receive special emphasis. Domestic arts courses will take up grooming, dating, and various aspects of family living.

Special teachers will not be provided in the Bozeman Schools for the Kindergarten through Fourth grades. Dr. Eleanor Braun Lucky of the University of Connecticut said that instruction should be by the classroom instructor at this level for ... "the teacher has continuous opportunities to answer questions bearing on family life that come up in the ordinary events of the day in the content of every subject." (1) According to the Oregon Guidelines To Sex Education in the Schools, sex education should not be taught as a separate unit in the lower elementary grades. "Situations in the elementary grades arise daily, and human relations can be a part of the child's total education." (2)

In 1968 an article included in the Saturday Evening Post said, "Nearly fifty percent of all schools are already providing Family Life and Sex Education and at the present rate the figure will pass seventy percent within a year. The Federal Government has pledged financial aid." (3)

Oregon was one of the first states to attempt to meet this need. "Oregon mandated sex instruction as early as 1945 and Michigan in 1949. A 1965 Illinois law 'recommends rather than requires' such education. In Washington, D.C., the approach is based on personal and family living." (4)

Chicago adopted the suggested program of the American School Health Association in 1967. "In Chicago, up to 1965, school biology students might scarcely have imagined that humans had a reproductive system. Then, three years ago, the Illinois General Assembly, yielding to various pressures-- especially that of the P.T.A.... passed an act sanctioning a less squeamish policy. By 1970, according to present plans, sex education will become routine for all grades in all 600 city schools." (3)

The Minnesota Department of Health published Planning and Teaching Family Life Education. In the introduction to the curriculum guide it stated:

"A formal foundation for learning about human development is set up at the primary level. Basically, at this level the teacher is attempting to help the child develop an adequate vocabulary of body parts. A simple understanding needs to be developed of where babies come from and how they happen. The third point of emphasis is the sex difference between boys and girls. An understanding of this is a necessary building block to developing responsible sexual growth and behavior." (5)

A concurrent parent orientation program is essential to the success of any program. The school and the home have a shared responsibility in the area of sex education. The sensitive school person is in the unique position of being able to evaluate group attitudes and peer-group psychology as they are developing. School teachers can help parents become aware of and understand these community related trends. Although the school can contribute to and strengthen wholesome attitudes while presenting factual information, it is the parents who can best give these facts their special spiritual and emotional quality. It is advisable to familiarize the parents with the school program. An on-going program which keeps parents informed and allows them to review program materials will make parents "partners" rather than objectors. This may be done in the form of discussion classes for parents.

In a recent editorial in Parents, Dr. Guttmacher said: "More and more schools are introducing sex education courses into the classroom. I heartily approve of this development and so, too, do most parents with whom I've talked. Fathers and mothers today try to answer their children's questions, telling them

what they want to know--neither too much nor too little--at each stage of their development. Parents are aware, too, that children's feelings about sex are influenced by their own attitudes, and by their relationship to each other and to their children. They know that any sense of values has its beginnings in the home.

"But the school has an important role to play in sex education. The goal there, too, is to impart information, both general and specific, which will eventually help youngsters make reasonable as well as responsible decisions about sexual behavior." (6)

Moving too fast, because of pressures to conduct a program at once, could spell disaster for the school. In-service education of teachers should parallel development at any level. Purposeful, continuous preparation for sex education will be necessary to equip most teachers for effective leadership. The Minnesota Journal of Education concluded: "Teachers need an opportunity to examine their own understandings and attitudes toward sex. They need to feel comfortable with the subject matter and be familiar with various methods of presentation. The judgmental method of presenting this material must be replaced by the open forum and discussions where young people can explore beliefs in a permissive learning. To master this technique requires skill and time." (7)

Teachers have always had difficulties in dealing with children's questions about sex matters and vocabulary. In 1944 Dr. Lawson G. Lowry said, "My general experience with teachers in the lower grades is that they, too, have difficulties about dealing with the children's questions about sex matters. They, too, are usually lacking in vocabulary; and my guess would be that if we were going to have courses in sex education, it ought to be sex education for the teachers, so that they could come to the problems with which these children will present

them--either in their behavior in the schoolroom, in the questions they ask, or the words they bring in--with an understanding and a wholesome point of view."

(8)

In order to become effectively prepared to teach these courses, teachers should have several avenues open to them. They could take courses in the various social and behavioral sciences oriented to family living and problems of human sexuality. Those would be regular college courses. Opportunity for attendance at various in-service education programs, such as workshops, seminars, and institutes should be developed more fully. Short courses for credit at the University, non-credit workshops for school personnel, or a series of in-service sessions developed by the local school system would all be possibilities.

A method for implementing in-service training in the schools was prescribed in a resource guide in sex education for the mentally retarded. "Because the teaching of sex education may be a new experience for the teachers, in-service training becomes essential. The focus of the in-service education should be aimed at influencing the attitudes and the teaching skills of the teacher. Following an orientation to sex education, the in-service training can be structured into a curriculum development exercise. In this arrangement the teachers, with the help of consultants, can develop the curriculum, design teaching activities, and identify appropriate resources.

"Before committing extensive resources to the implementation of the program, conduct pilot classes for a year. This will allow selected teachers to gain experience and to test out the curriculum. Following the experimentation period, the pilot teachers can serve as consultants to the other teachers when the

program is made operational." (9) If the persons involved in teaching did not firmly believe in the goals of the program, only slight outcomes could be expected from the learner.

Family Life and Sex Education to be effective must be implemented by the local school system and carried out by the teacher in the classroom.

taught, and attitudes. These four categories were used to tabulate the questionnaires.

THE CURRICULUM GUIDE

The investigator analyzed the following Courses of Study and curriculum guides:

- Chicago: Growth Patterns and Sex Education, American School Health Association, 515 East Main Street, Kent, Ohio.
- Minnesota: Planning and Teaching Family Life Education, University of Minnesota, Minneapolis, Minnesota.
- Oregon: School Health Program, Oregon State Board of Health, Salem, Oregon.
- SHES: School Health Education Study, Minnesota Mining and Manufacturing Company, St. Paul, Minnesota.

The concepts presented in those school health and education curriculums were charted and color-coded. The information was classified under (1) topic, (2) grade level presented, and (3) materials used (a) films, (b) books. The eighteen topics charted were:

1. Family living
2. Family values
3. Disease
4. Physical changes
5. Growth
6. Grooming
7. Attitudes
8. Safety
9. Personality development
10. Friendships
11. Developing emotional maturity
12. Social adjustment
13. Getting along in school
14. Reproduction
15. Reproductive system

16. Plant and animal reproduction
17. Heredity
18. Vocabulary development

The nucleus of the guide originated from the curriculum used by the Chicago Schools but was prepared by the Committee on Health Education and Guidance in Sex Education of the American School Health Association. Permission was received from the editor of The Journal of School Health to use portions of Growth Patterns and Sex Education published May, 1967, in this guide. (10) This was an excellent guide because it was the result of three years of work and research by that committee, and it met the objectives of our program.

Using that nucleus, the writer compiled a simple study guide that summed up and put into one list the components that overlapped. A suggested curriculum guide was prepared for each grade level and duplicated for each teacher. A letter from the writer accompanied the guide which explained the purpose of the investigation, the study guide and the questionnaire that would follow.

By studying the prepared curriculum or study guide, the teachers could analyze it and compare what they were doing with a standard curriculum used by those proceeding them.

THE INSTRUMENT

An attempt was made to express the concepts to be taught in the lower elementary grades in concise statements and in terminology clearly understandable to the average teacher.

The questionnaires contained lists of concepts assumed to constitute criteria considered to be important to this study.

GRADES KINDERGARTEN AND ONE

Concepts:

1. All living things reproduce. Every child must have a father and mother in the beginning.
2. Human parents both differ from and are similar to animal parents in planning for and taking care of their young.
3. Every member of a family is an important member and has responsibilities.
4. In the children's ordinary conversation with each other or with me I encouraged the use of correct terminology in reference to the body parts and functions.
5. Each person has the right to privacy at some time, and each should respect the privacy of others.
6. Each part of the body is an important part of the whole person and there is nothing shameful about any part of the body.
7. Children should be cautious in dealing with strangers. It may be dangerous to accept rides from strangers.
8. Using good manners lets other people know that we like and respect them.

GRADES TWO AND THREE

Concepts:

1. Plants reproduce and need care.
2. Some animals reproduce from eggs outside the body, some from eggs within.
3. People reproduce from eggs within the body.
4. Every child must have a father and mother in the beginning.
5. Human families have a normal desire for babies and prepare for their care.

6. Different animals feed their young in different ways, e.g.: birds bring food to their young; mammals breast feed their young.
7. Human mothers may breast feed their young.
8. Human babies grow and develop more slowly than other animal babies.
9. We need many kinds of food to keep us well and help us grow.
10. Food comes from many sources, e.g.: seed, fruits, leaves, stems, roots, and animals.
11. Unwashed food may carry germs or retain chemicals used by farmers.
12. Food must be digested so we can use it to help us grow and maintain health.
13. Waste products are eliminated by urination, bowel movements, and respiration.
14. Sleep and activity help us grow.
15. Keeping clean helps us stay well and happy by avoiding diseases and illness.
16. We learn from playing games.
17. We learn from doing things with our family.
18. Taking turns shows concern and respect for the feelings of others.
19. Children's feelings towards others and about themselves affects them, and their physical condition affects their feelings.
20. Everyone should show respect for members of his own and the opposite sex.
21. There are many ways that mothers and fathers and children show that they love each other.

GRADE FOUR

1. Plants and animals are composed of many cells which have important tasks to do in making it possible for them to live.
2. Cells in our body use food for growth and make waste products.
3. Blood carries digested food to the cells and waste products away from the cells to places where they can be collected and excreted.
4. Plants reproduce and need care.
5. Animals reproduce and need care.
6. Humans reproduce from eggs within the body and need care.
7. Protozoa and paramecia are a part of food chains that lead ultimately to green plants.
8. Living things depend on other living things for their food.
9. Through genes and chromosomes, each person receives half of his inherited characteristics from his mother and the other half from his father.
10. Heredity affects growth patterns and rates in plants, animals and humans.
11. There is a difference in growth rates between boys and girls.
12. Both sleep and activity help us grow.
13. Good health habits help prevent the spread of communicable diseases.
14. Good grooming improves our appearance and our health.
15. We need many kinds of food to keep us healthy and growing.
16. The eyes and ears need care.
17. Each member of the family should have home duties and responsibilities that contribute to the well-being of the whole family.
18. The way we behave affects the way others behave.
19. We should welcome new friends and learn to introduce people.
20. Acceptable table manners should be practiced.

21. There are common courtesies to learn in the use of the phone.
22. Different things make us happy or sad.
23. There are acceptable ways of getting rid of angry feelings.
24. We must have respect for ourself and others.

The concepts for the questionnaire were derived from the study guide prepared by the investigator after reviewing Courses of Study used in four geographical areas.

The statements in the questionnaire assessed the teachers' responses to: (a) whether they taught the concept in a planned unit or incidentally, (b) the extent to which they had developed the concept with the options: thoroughly, considerably, somewhat, and not at all, and their attitudes on the question, and (c) with adequate materials available, they would feel confident or lack confidence when teaching that concept.

The questionnaire was administered to the sixty-six teachers in grades Kindergarten through Four in the Bozeman Elementary Schools.

ADMINISTRATION OF THE INSTRUMENT

With the superintendent's permission, the investigator gave the questionnaires to the principals of the five elementary schools. The principals requested that the teachers carry the inventories home, answer all questions sincerely and completely, and return them by the end of the week. A prompt reply from the majority of the respondents was gratefully received, (sixty-two, or ninety-four percent, of the sixty-six subjects responded).

GENERAL CATEGORIES FOR THE CONCEPTS

The directions given on each questionnaire were: "It will be helpful for curriculum planning to know which of these concepts are being taught in the Bozeman Schools. Please consider areas (a), (b) and (c) as you check your answers." There were nine concepts for kindergarten and grade one, twenty-one for grades two and three and twenty-five for grade four.

The nine concepts for grades kindergarten and one were combined as follows: Reproduction 1-2, Family and attitudes 3-9.

The twenty-one concepts for grades two and three were combined as follows: Reproduction 1-7, Food 9-11, Growth and hygiene 12-15 and 8, Family and attitudes 18-25.

The twenty-five concepts for grade four were combined as follows: Cells 1-3, Reproduction 4-7, Food 8-9, Heredity characteristics 10-12, Growth and hygiene 13-17, Family and attitudes 18-25.

INSTRUCTIONAL METHODS

A tabulation of the check marks under "incidentally" indicated the extra effort being put forth in teaching these concepts beyond the regular course of study. A tabulation under "in a unit plan" indicated the extent to which textbooks and the course of study are being used for teaching these concepts.

More than half of the respondents used the unit plan in the kindergarten as shown on the questionnaire and in Table I (page 18).

TABLE I. THE INSTRUCTIONAL METHODS USED IN PRESENTING THE CONCEPTS IN KINDERGARTEN

General Category	I Taught This Concept			Total number of replies
	Incident-ally	In a unit plan	Not at all	
Reproduction	6	6	0	12
Family and Attitudes	14	24	4	42

Table II shows that in Grade One more of the concepts were taught incidentally.

TABLE II. THE INSTRUCTIONAL METHODS USED IN PRESENTING THE CONCEPTS IN GRADE ONE

General Category	I Taught This Concept			Total number of replies
	Incident-ally	In a unit plan	Not at all	
Reproduction	17	9	4	30
Family and Attitudes	69	27	9	105

In grade two, fifty-five percent of the teachers taught these concepts incidentally, thirty-two percent in a unit plan, and thirteen percent not at all, as is shown in Table III.

TABLE III. THE INSTRUCTIONAL METHODS USED IN PRESENTING THE CONCEPTS IN GRADE TWO

General Category	I Taught This Concept			Total number of replies
	Incident-ally	In a unit plan	Not at all	
Reproduction	52	25	18	95
Food	14	27	4	45
Growth and hygiene	29	26	14	69
Family and Attitudes	66	15	4	85

For Grade Three, Table IV (page 20) indicates that the concepts were presented forty-five percent of the time incidentally, thirty-six percent of the time in a unit plan, and nineteen percent of the time the teachers either did not respond or checked "not at all."

The unit plan was used fifty-two percent of the time in grade four. Thirty-eight percent taught incidentally and ten percent "not at all," as indicated on Table V, (page 20).

Totalling all of the grades, eighty-seven percent of these concepts was presented in the classroom either incidentally or in a planned unit of study.

TABLE IV. THE INSTRUCTIONAL METHODS USED IN PRESENTING THE CONCEPTS IN GRADE THREE

General Category	I Taught This Concept			Total number of replies
	Incident-ally	In a unit plan	Not at all	
Reproduction	29	31	31	91
Food	3	33	3	36
Growth and hygiene	35	21	9	69
Family and Attitudes	56	13	9	72

TABLE V. THE INSTRUCTIONAL METHODS USED IN PRESENTING THE CONCEPTS IN GRADE FOUR

General Category	I Taught This Concept			Total number of replies
	Incident-ally	In a unit plan	Not at all	
Cells	14	24	4	42
Reproduction	10	38	8	56
Food	5	21	2	28
Heredity	27	3	12	42
Growth and hygiene	27	36	7	70
Family and Attitudes	48	61	3	112

DEGREE TO WHICH THEY ARE TAUGHT

The data were tabulated to determine the extent to which the teachers had developed the concepts. The teachers in the kindergartens indicated that they were teaching the concepts "considerably," but that family and attitudes were stressed more than reproduction. The respondents in grade one were not stressing any of the concepts, as indicated by the tabulation under "somewhat." Teachers in grade two stressed family and attitudes. Fifteen percent indicated they were "not teaching the concepts at all." In grade three about one-fourth of the teachers did not teach about reproduction, growth and hygiene. Food was taught "thoroughly" and family and attitudes "somewhat." Only six percent of tabulations for grade four had been checked "not at all." The concepts were taught "considerably" except for growth and hygiene.

The tabulations to the question, "To what degree did you teach this concept?" are shown on Table VI, page 22.

All of the subject matter suggested for these grades was taught to some degree. Most of the respondents indicated that they had spent considerable time teaching about the family and attitudes. Food ranked second. Reproduction received the least attention. This perhaps indicated the lack of preparation educators have had in sex education from their respective high schools and universities.

TABLE VI. THE DEGREE TO WHICH THE CONCEPTS WERE TAUGHT IN ALL OF THE GRADES

General Category	Grade	Degree in Percentage								Total Replies
		thoroughly		consider-ably		some-what		not at all		
		No.	%	No.	%	No.	%	No.	%	
Reproduction	K	2	20	4	40	4	40	0	-	10
	1	4	14	6	21	15	52	4	14	29
	2	3	3	30	33	40	44	18	20	91
	3	9	11	26	33	22	28	22	28	79
	4	16	32	22	44	6	12	6	12	50
Family and Attitudes	K	11	34	13	41	8	25	0	-	32
	1	17	13	36	37	38	40	5	5	96
	2	13	16	43	53	21	26	4	5	81
	3	9	13	21	29	41	57	0	-	71
	4	40	37	42	39	25	23	0	-	107
Food	2	6	16	17	46	8	22	6	16	37
	3	18	46	11	28	10	26	0	-	39
	4	10	42	8	33	4	17	2	8	24
Growth and Hygiene	2	2	3	31	44	23	33	14	20	70
	3	3	6	15	31	18	37	13	26	49
	4	22	32	31	58	7	10	0	-	68
Cells	4	6	15	20	49	12	29	3	7	41
Heredity	4	8	18	6	13	22	49	9	20	45

ATTITUDES

Teachers' responses to questions that were designed to assess self-confidence and attitudes toward teaching Family Life and Sex Education were tabulated by grades.

As shown on the questionnaires and in Table VI, seventy-nine percent of the respondents indicated that they would teach most of the concepts if adequate teaching materials were available to them.

TABLE VI. ATTITUDES TOWARDS TEACHING FAMILY LIFE AND SEX EDUCATION

Grade	With Adequate Materials I Would		
	Feel Confident	Lack Confidence	No Response
Kindergarten	68%	7%	24%
One	81%	3%	16%
Two	99%	1%	0%
Three	63%	6%	31%
Four	83%	4%	13%

Those that did not respond no doubt still lack confidence to teach even with adequate materials. This would indicate that they would benefit from University or inservice courses that would give them training in this field.

Mrs. Anne Seibel surveyed all of the schools. These are some of the

results from her questionnaire:

1. Sex education merits adequate teacher preparation the same as any other school subject.
2. Ninety-five percent of the teachers indicated that they recognized the need for the preparation.
3. When asked if they would attend a two-day work-shop in lieu of attending the M.E.A. Convention, sixty-nine percent responded "yes" and thirty-one percent "no."
4. When asked if they would attend inservice classes for credit, seventy-five percent responded "yes" and twenty-five percent "no."

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

A review of the literature on the topic of Family Life and Sex Education programs in the schools revealed that schools all over the nation are planning for, or have already included, sex education in their curriculums. This was done to provide for the education of the whole child. This education is necessary so that children can develop healthy attitudes and acquire sound knowledge that will help them determine their own behavior and make them responsible citizens.

Ideally, sex education should begin in the home, continue through the elementary and secondary schools, with able assists coming from the churches. The home, church and school should work cooperatively to impart the information which would eventually help youngsters make responsible decisions about sexual behavior.

The prime objective of this study was to determine the degree to which Family Life and Sex Education was now being taught in the Bozeman Elementary Schools.

The more specific purposes of this study were as follows: (1) to investigate the Courses of Study used in other schools for the purpose of determining what might be included in a suggested study guide for the Bozeman Schools; (2) to prepare a suggested study guide; and (3) to assess the teachers' attitudes on the teaching of those concepts.

The writer prepared a study or curriculum guide after thoroughly

investigating the Courses of Study used in Chicago, Minnesota and Oregon, and the School Health Education Study. Using this curriculum guide as a basis, the investigator prepared a questionnaire that would help determine the present status of Family Life and Sex Education in the schools.

CONCLUSIONS

Based upon the review of literature and the questionnaires from classroom teachers, the following conclusions and recommendations are made:

1. The subject matter was being taught in the Bozeman Schools.
2. There were sixty-six subjects (teachers) and sixty-two, or ninety-four percent, responded.
3. A tabulation of the check marks under "incidentally" indicated the extra effort being put forth beyond the regular Course of Study. This ranged from thirty-seven percent in Kindergarten and Grade Four to sixty-four percent in Grade Two.
4. A tabulation of check marks under "in a unit plan" indicated the extent to which textbooks were being used in teaching family life and sex education concepts. It ranged from twenty-seven percent in Grade Two to fifty-five percent in Grades Kindergarten and Four.
5. The concepts were taught incidentally more often in Grades One (sixty-four percent), Two (fifty-five percent), and Three (forty-five percent). The unit plan was used more in Grades Kindergarten (fifty-five percent) and Four (fifty-five percent).
6. The investigation showed that eighty-seven percent of the teachers

were teaching these concepts in some degree, and thirteen percent were not teaching them at all.

7. A combined tabulation of concepts taught incidentally and those taught with the aid of a unit plan or textbook showed that there were gaps in the instructional process. Thirteen percent did not respond to either question, which might have indicated a lack of concern, interest or preparation.
8. The "degree" to which each concept was taught was tabulated for each grade level. The results shown in percentages on the charts indicated the consistency and depth of instruction.
9. All of the subject matter was taught to some degree. Reproduction, was the area least taught. The number of respondents indicating "not at all" was as follows: Kindergarten--zero percent, Grade One--fourteen percent, Grade Two--twenty percent, Grade Three--twenty-seven percent and Grade Four--seven percent.
10. The topics most thoroughly covered were the family and attitudes, food, growth and hygiene.
11. Ninety-five percent of the subjects indicated that they would feel confident teaching these concepts with adequate materials:
Kindergarten--ninety percent, Grade One--ninety-six percent, Grade Two--ninety-nine percent, Grade Three--ninety-one percent and Grade Four--ninety-six percent.
12. Ninety-five percent of the teachers indicated that they recognized the need for preparation for teaching this curriculum.

RECOMMENDATIONS

The following recommendations are made by the investigator.

1. That the school should formulate a basic sex-education program that could be initiated in the elementary schools, then carried on and expanded in the higher grades.
2. That in the elementary grades the emphasis should be on the family and the role of each family member.
3. That the development of favorable attitudes and the use of correct terminology are more important than the acquisition of facts.
4. That valuable learning takes place when students are actively engaged in some project, investigation or research individually or as groups.
5. That many opportunities for "incidental" or supplementary teaching will arise in the course of any given school day and that the teacher should capitalize on them for purposes of additional learning.
6. That no film or other visual aid should be used unless the students are prepared for the film and a feedback follows.
7. That the colleges should require that students in education take courses in social and behavioral sciences that are oriented to family living and problems of human sexuality.
8. That instruction in sex education should be taught in the lower grades by the classroom teacher because he has continuous opportunities to answer questions bearing on family life that come up in the ordinary events of the day in the content of every subject.

9. That each teacher be supplied with teaching aides suited to the pupil's age and to the topic being covered.
10. That training in sex education be made available to the teachers through inservice education programs, the university, or both, to enable them to do an adequate job of presenting sex-related information to the pupils.
11. That a correlated program at the adult level should be planned so parents could better handle this instruction in the home.
12. That a carefully planned informational program directed to parents should be carried out so that the program would be a cooperative effort among home, church and school.

APPENDICES

APPENDIX A

119 West Hayes
Bozeman, Montana
April 10, 1969

Dear Teachers,

The trend toward Family Life Education is nationwide. The Bozeman School Board recognized the need to incorporate this instruction in its curriculum. In 1967 it selected an eighteen member Community Council on Family Life and Sex Education to assist and advise in the development of a program. This committee met monthly and reported on the findings of its sub-committees. To find the attitude of the community, the sub-committees gathered information using a parent survey, student surveys, interviews and statistical data from school and county records. As a result of the findings, the school is developing a program coordinated from kindergarten through grade twelve to be taught by carefully selected, competent personnel. The curricula coordinator is working on the plans.

For some classes in the Bozeman School, specialists were designated to teach Family Life and Sex Education. Special teachers were not provided for the Kindergarten through Fourth grades. Dr. Eleanor Braun Lucky of the University of Connecticut said that instruction should be by the classroom teacher at this level for ". . . the teacher has continuous opportunities to answer questions bearing on family life that come up in the ordinary events of the day in the content of every subject."

As a member of this Citizens' Committee, I became vitally interested in this program. With Mr. Negus' permission and encouragement, I chose the topic "A Study to Determine the Present Status of Family Life and Sex Education in Grades Kindergarten Through Four in Bozeman, Montana" for my professional paper.

I needed a curriculum guide that included a list of concepts that could be used as a basis for my questionnaire. This is the study guide I prepared by comparing topics recommended, and activities suggested for use, in the Courses of Study for schools in Minnesota, Oregon, Illinois, California and Colorado.

Will you please read through this study guide so that you may see which of these concepts you are already teaching?

Sincerely yours,

Ruth Sommerfeld

APPENDIX B

School Health and Sex Education Curriculums

Chicago ■

Oregon ■

K-4 Grades

Minnesota ■

SHES ■

Materials used

Topic	Grade level presented	Films	Books
1. Family living	K-1 (c) New Baby Arrives 2-3 (c) In the Community vocations and service 1-3 (M) Nature and Purpose of the Family K-4 Human Relations		
2. Family values	1 (SHES) Responsibilities 1 (SHES) Clean, comfortable homes affect our health 1 (SHES) Keep schoolroom clean 4 (c) Family Fun - Hobbies 4 (c) Duties and responsibilities 4 (M) Values in family living	<u>Billy Keeps Clean</u> Coronet <u>Safe + Sound at Home</u> SHE filmstrip	
3. Disease	3 (SHES) Disease 3 (SHES) Dental Health 4 (SHES) Diseases 4 (c) Duties and responsibilities 4 (c) Tobacco 4 (c) Alcohol	<u>Risky the Cold Bug</u> McGraw <u>Come Clean</u> American Dental Association <u>Germs - What They Do</u> Coronet	<u>Wonderful World of Microbes</u> Giant-McGraw-Hill <u>Your Wonderful Teeth</u> Scribner
4. Physical Changes	2-3 (c) Cells, circulation, digestion 2-3 (c) Foods help us grow 4 (c) Body Processes 1-3 (M) Respect for all parts of the body K-4 Body parts	<u>Growing Up Day by Day</u> Ency. Britt.	<u>Growing Every Day</u> Irving Carnahan

Topic	Grade level presented	Materials Used	
		Films	Books
5. Growth	1-3 Individual rates of growth 4 Growth patterns and physical changes 4 Heredity affects growth 1 Foods 2 Nutrition	<u>Eat Well, Grow Well</u> - Coronet <u>Eat for Health</u> - CWSE	
6. Grooming	K-1 Respecting rights of others in washroom 1-3 Toilet procedures and practices 1-4 Grooming standards		
7. Safety	K-1 Accepting rides from strangers 1 Safety Instruction 2 Molestation 1-3 Child Molestation 4 Child Molestation 1 Playing Nurse	<u>Safety to and from School</u> McGraw-Hill <u>Say No to Strangers</u> Wash. Dept. of Health	<u>Dr. Den - the Bandage Man</u> Johnson & Johnson
8. Personality Development - Knowing Oneself	1 Feelings 2-3 Our feelings affect us and others 2-3 Emotions 2-3 Sense of right and wrong 4 Personality traits we admire	<u>What to Do About Upset Feelings</u> Coronet	<u>Happiness Is A Warm Puppy</u> Schultz
9. Friendships	4 Welcoming Newcomers K Sharing	<u>Let's Share With Others</u> Coronet	<u>Peter's Puppies</u> Steiner-Doddley <u>It's Mine</u> Bonnell <u>Greedy Book</u> Harper & Rowe

Topic	Grade level presented	Materials Used	Films	Books
10. Developing Emotional Maturity	1 Using telephone for emergency K-4 Emotional responses 4 Growing up Emotionally 4 Rules for the playground 4 Manners - telephone and table 4 Responsible Behavior in Public Places	Everyday Courtesy Churchill Films Developing Responsibility Coronet		
11. Attitudes	1-4 Gentleness - Liking people 1-4 Characteristics to like or dislike. 1-4 Respect for others			
12. Social Adjustment	1-3 Mental Health 2 Getting along as an individual - a group	Don't Be Afraid CWSE Don't Be Angry CWSE Gossip CWSE Let's Play Fair CWSE	It is Hard, It is Easy Green All About You Lyons + Carnahan How You Grow Up Meringer Jimmy's Own Basketball Renick	
13. Getting Along in School	K-1 Respect rights of others in the washroom. 1-3 Toilet procedures and practices 1 Manners K How noise affects us 4 Manners	Manners at School M. Crow How Quiet Helps at School Coronet Courtesy at School Coronet	Noisy Nancy Norris L. Gooddard	
14. Reproduction	K-1 Arrival of New Baby 1-3 Functions of Father and Mother 1-3 Where Babies Come From	Mother Hen's Family Coronet	Just Like Me Bauer	

materials used

Topic	Grade level presented	Films	Books
15. Reproductive System	2-3 Compare human babies to animal babies 1-3 Difference between boys and girls 1 Needs for grooming	<u>Human & Animal Beginnings</u> C. Brown <u>Eggs That Produce Chicks</u> Coronet <u>Living and growing</u> Churchill	<u>Johnny Jack - His Beginning</u> Pearl Buck
16. Plant and Animal Reproduction	2-3 Understanding growth 2-3 Cell division 4 Cell functions	<u>Kittens - Birth & Growth</u> - Bailey Films <u>The Zoo Trip - Show & Tell</u> Eye Cote House <u>Exploring Growth</u> Churchill Films	<u>Terry and the Caterpillars</u> Selsam
17. Heredity	4 Simple explanation of hormones 4 Inherited characteristics 4 Heredity, physical, characteristics, chromosomes + genes		<u>A Story About You</u> A.M.A.
18. Vocabulary Development	K-1 Genital Parts K-3 Correct terminology		

APPENDIX C

119 West Hayes Street
Bozeman, Montana
April 4, 1969

Dr. Delbert Oberteuffer
337 West 17th Avenue
Ohio State University
Columbus, Ohio 43210

Dear Dr. Oberteuffer,

In 1967 the Bozeman School Board selected an eighteen-member Community Council on Family Life and Sex Education to assist and advise in the development of a program for the school. To find the attitude of the community, sub-committees gathered information using a parent survey, student surveys, interviews, and statistical data from school and county records. As a result of the findings the school is developing a program.

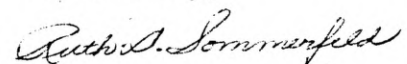
I was a member of this committee and became vitally interested in this program. I attended the Montana State University last summer to further my study in this field. Now I am writing a professional paper on "A Study to Determine the Present Status of Family Life and Sex Education in Grades Kindergarten Through Four in Bozeman, Montana."

I am preparing a questionnaire to be answered by our teachers in grades Kindergarten through Four. I need a curriculum guide for them to study that would include a list of concepts that could be used as a basis for my questionnaire.

May I use portions of "Growth Patterns and Sex Education--A Suggested Program Kindergarten Through Grade Twelve," published by the American School Health Association in The Journal of School Health, Vol. XXXVII, No. 5a, May, 1967 as a basis for a suggested study guide? The proper acknowledgment would be made. I would adapt this to our needs and include suggested teaching aides from curriculum guides used in Minnesota, Oregon, and Anaheim, California. Then I would like to put this study guide, the questionnaire, and its results in my paper.

Thank you.

Yours truly,



Ruth D. Sommerfeld

APPENDIX D

THE JOURNAL OF SCHOOL HEALTH

PUBLISHED BY THE AMERICAN SCHOOL HEALTH ASSOCIATION

Delbert Oberteuffer, Ph.D., Editor
Mrs. Anne M. Fleming, Asst. to the Editor

337 West 17th Avenue
The Ohio State University
Columbus, Ohio 43210

April 10, 1969

Miss Ruth D. Sommerfeld
119 West Hayes Street
Bozeman, Montana 59715

Dear Miss Sommerfeld:

We have your letter of April 4th asking permission to use portions of "Growth Patterns and Sex Education" published in May, 1967.

We are happy to give this permission with the stipulation that you carry a complete and accurate citation including the title, volume, page number, month and year with the statement that this is being reprinted with permission for the JOURNAL OF SCHOOL HEALTH.

Yours very truly,

s/s Anne M. Fleming

Anne M. Fleming (Mrs.)
Asst. to the Editor

amf

APPENDIX E

FAMILY LIFE AND SEX EDUCATION

It is hoped that those using this study guide will be aware that the creation of wholesome attitudes is far more important than the remembering of facts, and that wholesome attitudes are the foundation of a strong moral character. The information about bodily functions which the young child acquires from parents and teachers, the habits he forms, and especially the attitudes he develops tend to persist and may remain with him throughout life. Therefore, the way in which something is taught is even more important than what is taught.

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities is highly desirable. The material taught in these units should be related to the age, interests, and needs of the children being taught.

KINDERGARTEN AND GRADE ONE

Introductory Comment

The development of favorable attitudes and the use of correct terminology are most important. Most kindergarten and first grade children are quite conscious of differences between male and female and are self-conscious or "giggly" when references are made to parts of the body. Most of them know that a baby grows inside the mother, but are not interested in how it got there or how it gets out. According to most kindergarten and first grade teachers, many children "always have known" there must be a mother and father involved to have a baby.

Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by children in kindergarten and the first grade:

1. Where do animals come from?
2. Why do some animals hurt their babies?
3. Where do animals go to the bathroom?
4. Why don't some people have children when there's a daddy?
5. Why do some people adopt babies?
6. Where does the baby come from?

Unit 1. Learning Correct Terminology

A. Teachable Material

The genital parts should be named accurately from the very beginning to increase respect for the body by talking about it with respect and to discourage pupils' use of baby terms, slang terms, and possible "dirty words" picked up from family and friends. Questions should be answered with the proper anatomical and scientific terms so that children begin early to accept and to use these terms. Parts of the body such as penis, labia, buttocks, and breast can be referred to correctly in as natural a manner as can mouth, lips, eyes and ears. The teacher who at first may feel slightly ill at ease in using the correct terminology will find that such usage becomes natural and comfortable with a little practice.

B. Profitable Activities

1. Rather than planning separate activities through which children will learn the proper names, this learning can be accomplished if the teacher uses and explains the correct terminology in connection with other pupil activities, where appropriate, and when answering students' questions.
2. Children should be encouraged to substitute correct terminology for "baby terms" or slang whenever such words are used in their ordinary conversation with each other or with the teacher.

Unit 2. Respecting the Privacy and Rights of Others

A. Teachable Material

1. Boys and girls go to the bathroom separately in school, and children should be helped to understand the wish for privacy as a normal desire, not as an expression of shame. Too often in trying to develop the attitude of respect for privacy, the impression is given that this is due to shame for the parts of the body that will be exposed. There should be ample opportunity to foster the concept that the private parts of the body are private, but not shameful. Students will exhibit normal curiosity concerning sex differences.
2. Children will need to learn what actions constitute acceptable behavior in the washroom or bathroom. They need help in making the transition between going to the bathroom alone at home and going in groups when they are at school.
3. The habit of washing one's hands after going to the toilet and before eating should be developed or reinforced.

B. Profitable Activities

1. As a part of their orientation to school, boys and girls usually tour the buildings and visit such places as the library, art room, auditorium, health office, main office, and gymnasium. A trip to both the girls' and boys' bathrooms should be included for all students. Most boys have not been inside a men's room and are not familiar with a urinal or its use. Most girls will not have the opportunity to visit a boys' bathroom at any other time or place, and this tour will serve to satisfy their curiosity. This visit also lends itself naturally to the discussion of anatomical differences and to learning the correct names of body parts. While in the bathroom, children may demonstrate the best way to wash and dry their hands. They also may be encouraged to note reasons why it is dangerous to run or to "fool around" in the bathroom. Acceptable behavior in the washroom or

bathroom then could be discussed either while they are there or after they return to the classroom, and the class may wish to develop a list of behavior standards.

Unit 3. The Arrival of a New Baby

A. Teachable Material

Young children are fascinated by babies, and the anticipation and arrival of a new baby in his family, or even in a neighbor's family, is an important event in a child's life. The teacher can capitalize upon children's natural interest in babies to foster the attitudes of happy anticipation of an addition to the family and of acceptance of the new baby when it does arrive. Such attitudes may be fostered by emphasizing the miracle of a new life and by easing a child's fear that a new baby will afford him competition for the love and attention of his parents. A child who understands and feels secure in his own role as a member of his family is better able to accept a new brother or sister and to adapt himself to a changing family situation.

B. Profitable Activities

1. Male and female guinea pigs or hamsters may be kept in the classroom. The pregnancy of the female will offer ample opportunity to discuss the miracle of the creation of new life and those aspects of pregnancy and birth and the care of the young which are of interest to children in kindergarten and the first grade.
2. Discuss ways in which human parents both differ from and are similar to animal parents in planning for and taking care of their young.
3. The teacher can observe attitudes toward family life and family members as these are revealed through play situations in the "playhouse center." These then can be discussed with the children.
4. Desirable attitudes and practices related to family living can be fostered through role-playing and skits. Some of these might pertain to family roles of mothers and fathers, simple courtesies or "manners" displayed by family members toward one another and by boys and girls toward each other in the classroom, cafeteria, etc., getting along with older or younger brothers and sisters, helping to care for a new baby, ways in which young children can help with family activities. Other possibilities will occur to the teacher as she observes the children in her own class.

Unit 4. Childhood Safety Going to and from School

A. Teachable Material

Children should learn that it is dangerous to accept rides from strangers and should know what to do if a stranger should offer them a ride to or from school. They should be helped to recognize that while some people really are trying to be kind in offering rides, others are not. The teacher should be sure to instill an attitude of caution in students by taking a definite stand against accepting rides from strangers. However, it is possible that such instruction will lead to the development of a general distrust of all persons. This hazard should be recognized, and specific efforts should be made to help children make critical distinctions.

B. Profitable Activities

1. Role-playing situations or skits may be used to dramatize what a child should do if offered a ride by a stranger.
2. This aspect of safety may well be incorporated into teaching about other aspects of safety. Children may be helped to develop their own safety rules. They should learn to use a telephone for emergency calls.
3. As they learn to read and to write numbers, children may be encouraged to write down the license plate number of any stranger who offers them a ride.

Concepts

1. All living things reproduce. Life comes from life.
2. The creation of new life is one of nature's greatest miracles.
3. Every child has a mother and a father in the beginning.
4. Every person needs to have a feeling of belonging.
5. Each member of a family is an important member. Children and parents working and playing together help to make a home a happy place to live. Every member has responsibilities.
6. Using good manners lets other people know that we like and respect them. Thoughtful boys and girls are courteous to each other, to their mothers and fathers, their brothers and sisters, and to everyone else.
7. Each part of the body is an important part of the whole person, and there is nothing shameful about any part of the whole body.
8. We should be cautious in dealing with strangers.

Resources for Grades K and One

Films:

Beginning Responsibilities: Doing Things For Ourselves in School.
Coronet.

Billy Keeps Clean. Coronet.

Eat Well, Grow Well. Coronet.

Growing Up Day by Day. Encyclopedia Britannica.

Happy Little Hamster. Portafilms- Henk Newenhouse, Inc.

How Quiet Helps at School. Coronet.

Mother Hen's Family (The Wonder of Birth). Coronet.

Safety to and from School. McGraw-Hill, N. Y.

Tabby's Kittens. Barr.

What About Your Upset Feelings. Coronet.

Film Strips:

Manners At School. McGraw Hill, N. Y.

Books:

Bauer, W. W., M.D., et al. Just Like Me. Chicago: Scot Foresman & Co.

Bonsell. It's Mine, A Greedy Book. Harper and Row.

Gaeddert, Lou Ann. Noisy Nancy Norris. Doubleday and Co., Inc.

Green, Mary. Is It Hard? Is It Easy? Chicago: Scot Foresman & Co.

Johnson & Johnson. Dr. Dan the Bandage Man. Little Golden Book.

Leaf, Munro. Safety Can Be Fun. Lippencott.

Ludwig, Helen. All About Eggs.

Schultz. Happiness Is A Warm Puppy.

Charts:

Scott, Foresman & Company. Beginning the Human Story: A New Baby in the Family.

GRADES TWO AND THREE

Introductory Comment

Second and third grade children are interested in things around them and in how these things affect them personally. They are interested in the growth of all living things. They continue to show great interest in babies, in the differences between boys and girls, and in their interactions with one another.

Although the study of cells, circulation, and digestion may seem irrelevant to sex education, an elementary understanding of these things contributes to the understanding of growth and reproduction. For example, an understanding of the way body cells use food and oxygen facilitates comprehension of the placental interchange during gestation, a process to be studied in detail in the fifth and sixth grades.

Typical Student Questions

1. What foods digest the best?
2. How do we use food from our stomachs?
3. Why do we have to breathe?
4. Do intestines grow as the body grows?
5. What is the real shape of the heart?
6. What are kidneys?
7. Do boys grow the same way girls grow?
8. What is sex?
9. Why are girls different from boys?
10. Why can't I be a boy?
11. Why should you cover up something that God has made and put on the earth?
12. To have a baby you have to be married, don't you?
13. Where do you go to get a baby out?
14. If you don't go to a hospital to get a baby out, then do you die?
15. Do babies come in sacs in mothers?
16. What is a premature baby?
- 17.. What is an incubator?
18. How is the baby fed?

Unit 1. Understanding Growth

A. Teachable Material

1. Growth is natural in all things
2. The growth and family needs of human babies and children as compared to those of animal babies
 - a. The need for a loving family. Comparisons among plants, animals and humans -- similarities and differences
 - (1) reproduction and nurture of plants
 - (2) reproduction and nurture of animals
 - (a) some animals reproduce from eggs outside the body, some from eggs within
 - (b) every animal must have a mother and a father
 - (c) different kinds of animals feed their young in different ways, e.g.: birds bring food to their young; mammals breast-feed their young
 - (3) reproduction and nurture of humans
 - (a) people reproduce from eggs within the body
 - (b) every child must have a mother and a father; explanation or discussion of love of mother for father, father for mother, both for child
 - (c) human families have a normal desire for babies and prepare for their care. Parents' responsibilities include: feeding, protecting and providing shelter; enjoying and teaching their young; helping their children grow up and become independent of their parents
 - (d) human mothers may breast-feed their young (free discussion of breast feeding according to interest shown by children)
 - b. how long does it take to grow up?
 - (1) human babies grow and develop more slowly than animal babies. Their parents take care of them for a longer time
 - (2) relative differences in age, e.g.: "grown up" and "old" for a person, for a bird, for a dog
3. Understanding the ways in which we grow
 - a. physical growth

- (1) how foods help us grow
 - (a) we need many kinds of foods to keep us well and growing
 - (b) foods come from many sources, e.g.: seeds, fruits, leaves, stems, roots, animals
 - (c) unwashed food may carry germs or retain chemicals used by the farmer. Vegetables and fruits should be washed before they are eaten or cooked
 - (d) food must be digested so we can use it to help us grow (elementary study of the digestive process) -- digestion starts in the mouth -- how cells use food for growth and make waste products -- elementary study of circulation and cell interchange -- elementary study of respiration and its relationship to circulation, oxidation, cell interchange, including how oxygen is used by the cells and the effects of smoking on oxygen intake
 - (e) we get rid of waste products in several ways (free discussion of waste excretion through urination, bowel movements, respiration)
- (2) how sleep helps us grow
- (3) how activity helps us grow
- b. growth in learning
 - (1) what are the ways in which we learn?
 - (a) from playing games (play and the use of energy in developing normally. The importance of exercise and playing games should be stressed.)
 - (b) from going to school
 - (c) from the things we do with our families
 - (d) from reading for fun
 - (e) other ways
 - (2) how sleep affects our growth in learning
- c. growth in developing a sense of right and wrong
 - (1) seeking advice and reassurance concerning right and wrong
 - (2) understanding tattling
- d. growth in socialization-relationships with others
 - (1) placing worth on our own actions -- respect for self and others

- (2) consideration and respect for others' rights and feelings
- (3) the warm feeling that comes with being cheerful and unselfish
- (4) good manners and good grooming learned at home and in school increase respect for self, show our respect for others, and increase the respect that others have for us
 - (a) taking turns and concern for others
 - (b) being clean and well-groomed
 - people who are clean and well-groomed are more pleasant to be with
 - keeping clean helps us to stay well and happy by avoiding disease and illness
 - ways of keeping clean at school and home, e.g.: washing hands after toilet and before eating

B. Profitable Activities

- 1. Plan a field trip to a farm or a zoo in the spring to observe animals with their young.
- 2. Children might collect cocoons, frogs, tadpoles, to be used in illustrating the ways lower forms of animal life reproduce and grow.
- 3. An aquarium, or a terrarium, or both might be begun and maintained in the classroom to demonstrate both the "web of life" and growth and reproduction.
- 4. Walking trips might be taken in the fall to note and record the places in which certain plants are growing. Then in the spring children can return to these places to see if new plants of the same varieties are coming up in the same locations where they grew in the fall.
- 5. Let children plant seeds either indoors or out. When the plants come up, have children purposely neglect some and take proper care of others. They can observe that those plants which are well tended and cared for grow more beautifully or sturdily than those which are neglected.
- 6. Collect pictures to make bulletin board displays illustrating
 - (a) the ways in which animals care for their young
 - (b) the ways in which human parents care for their children
- 7. Children in the second and third grades are old enough to understand the fundamentals involved in using the basic four food groups as a guide to eating. They will enjoy such related activities as

planning meals for a day, evaluating their own personal diets for a day, and evaluating hypothetical menus proposed by the teacher in terms of the guidelines suggested by the basic four food groups.

8. A "grocery store" might be set up in a corner of the classroom. Children could plan meals for several days, "shop" for the food needed for these meals, and in the process learn something about food prices, budgets, and how to make change.
9. Children of this age may be interested in determining the sources of many of the foods they eat. They particularly may enjoy doing this with foods for which the source is not obvious, e.g.: cheese, jelly, bread, bacon, ham, various kinds of cereal. They might also study about parts of the country where different kinds of foods are grown, ways in which foods are processed, etc.
10. A "tasting" party might be held at which children taste some kinds of food with which they are not already familiar. The foods selected would depend upon the eating customs of children in each class.
11. The use of models and other visuals may be used in illustrating digestion, respiration, circulation, and excretion.

Unit 2. Understanding Feelings (Emotions) -- Ours and Those of Others

A. Teachable Material

1. How we think and where feelings come from (introductory study of the nervous system, especially the brain)
2. How feelings affect our thinking and thinking affects our feelings
 - a. our thoughts about ourselves influence the way we feel about ourselves
 - b. our feelings toward others influence what we think about them and vice-versa
 - c. if we "feel bad" (are emotionally upset) about something, we have trouble thinking and learning
3. How feelings affect us and how our physical condition affects our feelings
 - a. discussion of simple stomach upsets and headaches sometimes caused by our "feelings" (emotions)
 - b. the effect of illness or of being tired on irritability and one's ability to control his feelings
4. Understanding feelings related to achievement, success, acceptance, winning, losing, etc.
5. Understanding the feelings of others and how we affect them
 - a. affection in the family and its effect on the well-being of individual family members

- (1) loving care and tenderness in families influence all aspects of growth and development
 - (2) ways in which family members show their love for each other
- b. developing and showing respect for members of one's own and the opposite sex

B. Profitable Activities

1. Discuss such questions as
What can I do to help my friends be happy?
What can I do to help a friend who is sad?
2. Draw pictures to illustrate ways in which families have good times together.
3. Have each child keep track of "good deeds" he notices others doing at home or in school for one day and report on these to the rest of the class without mentioning names.
4. The simple social courtesies might be discussed and then dramatized through skits or role-playing situations.

Unit 3. Understanding How Families and the Community Help Each Other

A. Teachable Material

1. Fathers do many different kinds of work in the community
2. Mothers sometimes work in the community
 - a. employment outside the home
 - b. community service activities
3. Ways that boys and girls can help their communities
4. Families live in different kinds of homes
5. How the community helps the family

B. Profitable Activities

1. Compile a list of the different vocations represented by the occupations of children's parents or guardians. Have each child draw a picture to illustrate the occupation of his father, guardian, or near male relative (uncle or grandfather) and then use the picture in telling the rest of the class "How My Daddy (or uncle, etc.) Helps Our Community."
2. Have children find out and report to the class about ways in which their mothers or close female relatives help the community, whether it be through homemaking, community service activities, church activities, PTA, or through employment outside the home.

3. Have children discuss and compile class lists of
 - a. ways in which the community helps the family
 - b. ways in which boys and girls their age can help their community

Concepts

1. All living things grow and reproduce.
2. Every child has a mother and a father in the beginning.
3. Parents or guardians take care of their children in many ways until children grow up and are able to take care of themselves.
4. Human babies and children live with their parents or guardians for many years because it takes a long time for them to grow up and to learn how to do for themselves all the things that parents do for them while they are young.
5. Human beings grow in many ways -- physically, intellectually, emotionally, socially, spiritually.
6. All living things have basic needs which must be fulfilled for optimal growth.
7. We need many different kinds of food to help us grow.
8. The food we eat is changed and used by our bodies to help us grow.
9. Optimal growth depends in part upon how well we utilize the food we eat.
10. Babies need special foods for optimal growth.
11. Everything we do helps us to learn more about ourselves, other people and the world we live in.
12. We can do our best work and have the most fun when we are happy.
13. Being neat and clean helps to make us feel good about ourselves.
14. Boys and girls enjoy playing and working with other boys and girls who are neat and clean.
15. There are many ways that mothers and fathers and children can show that they love each other.
16. Using good manners is one way we can let members of our families, other grown-ups, and other boys and girls know that we like them.
17. Fathers do many kinds of work in the community, and all of them can help to make the community a better place in which to live.
18. Mothers help the community in many ways -- by making the home a healthy and happy place to live, by working at jobs outside the home, or by participating in community activities which they enjoy.

Resources for Grades Two and Three

Films:

A Happy Family. Classroom Film Distributors, Inc., California.

Come Clean. American Dental Association.

Eat for Health. C.W.C.S.

Kittens -- Birth and Growth. Bailey Films, Inc., California.

Humans and Animal Beginnings. C. Brown Trust-Distributors: Henk Newenhouse.

The Zoo Trip "Show and Tell". Eye Gate House, Inc., New York.

Filmstrip:

Pesky the Cold Bug. McGraw

Books:

Buck, Pearl S. Johnny Jack and His Beginnings. New York: Day, Inc.

Irwin, Leslie, Ph.D., et al. Growing Every Day. Carnahan.

GRADE FOUR

Introductory Comment

This age group is fascinated by the human body and how it functions. This is a year when health instruction should be quite extensive, capitalizing upon students' normal inquisitiveness. They begin to show great interest in the sexual changes that will become evident in the next few years. The following outline is designed to contribute to the students' ability to comprehend more specific details concerning growth changes, embryonic development, and the roles of both the male and the female in reproduction within the framework of the family unit.

Typical Student Questions

1. How are cells formed?
2. What work do cells do?
3. How are the cells organized in the human body?
4. Why do some people have blue eyes and some brown?
5. What are freckles?
6. What makes a person color blind?
7. Why don't all children look like their parents?
8. Do bones have anything to do with size?
9. Do we lose, gain, or keep the same amount of bones when we get older?
10. Why are girls sometimes bigger than boys?
11. How are babies born?
12. Where does the baby come out?
13. How does it get through such a small space?
14. Is the skeleton in our classroom male or female?
15. Why do babies have soft heads?
16. Why do you need your kidneys?
17. About how long is a child and adult intestine?
18. What are some of the reasons blood is called the "stream of life"?
19. What makes the heart beat?
20. How do the lungs purify the blood?

21. Why are the lips red?
22. If my blood is another color inside, why is it red when it comes out?
23. How does food get into the blood?
24. What causes upset stomach?
25. What are habits?

Unit 1. Body Structures and Functions (continued from Grade Three)

A. Teachable Material

1. Structure and functions of cells
 - a. structures of different kinds of cells
 - (1) plant cells
 - (2) simple animal cells, e.g.: protozoa, paramecia
 - b. cell functions
 - (1) how cells use water, food, oxygen
 - (2) how cells produce and dispose of wastes
2. Body processes -- structure and functions of systems
 - a. excretion in plants, animals, humans
 - (1) how plants excrete wastes
 - (2) how animals excrete wastes
 - (3) how people excrete wastes
 - (a) the urinary system
 - (b) large and small intestines
 - b. circulation and the blood; elementary study of
 - (1) the circulatory system
 - (2) the blood

B. Profitable Activities

1. Look at cells of an onion skin through the microscope or bioscope.
2. Have children scrape cells from the inside of their mouths and prepare slides to be looked at under the microscope.
3. Beginning at the fourth grade level, the torso with male and female parts should be used frequently when studying the human body. Plastic models could be used, but if those used are "sex-less", this fact should not deter discussions about male and female differences.
4. Obtain a copy of the "Heart Puzzle" (available from local chapter of the American Heart Association) for each student. This puzzle illustrates the way in which the heart works and

has red and blue gummed arrows which are perforated and that students may detach and paste on a diagram of the heart to illustrate the paths of venous and arterial blood through the heart and to all parts of the body.

Unit 2. Heredity

A. Teachable Material

1. Many physical characteristics are determined by heredity, e.g.: potential height; body build; coloring of skin, hair, eyes, blood type; whether hair is curly or straight
2. Determinants of characteristics
 - a. chromosomes in cell nucleus
 - (1) 23 in ovum; 23 in sperm
 - (2) XX (female) and XY (male) are the sex-determining chromosomes
 - b. genes
 - (1) determinants of traits
 - (2) dominant and recessive genes
 - c. multiple birth or reproduction in plants, animals, and humans
3. Heredity affects growth patterns and rates
 - a. differences in growth rates among plants, animals, and humans
 - b. differences in growth rates between boys and girls (to relieve worry about these differences)

B. Profitable Activities

1. The study of heredity can be enhanced by having each student make a list of his inherited characteristics such as eye and hair color, whether hair is curly or straight, etc., and then trace his characteristics as far back through his family as he can. This activity will afford the teacher an opportunity to help students distinguish between the characteristics which are inherited and those which are acquired.
2. Study cross breeding of corn.
3. Have an aquarium with live-bearing fish (mollies, swordtails, guppies).
4. Discuss differences in growth rates between boys and girls to lay foundation for more detailed study of these differences in the fifth grade.

Unit 3. Being a Better Family Member

A. Teachable Material

1. How a family contributes to health and happiness of its members
 - a. good manners are related to good health habits, e.g.: covering mouth when coughing or sneezing; using own drinking glass, toothbrush, towels, comb
 - b. how simple communicable diseases are spread
2. Home duties and responsibilities of the student to his family
3. Family fun -- hobbies

B. Profitable Activities

1. View the film "How to Catch a Cold" (Walt Disney).
2. Discuss and compile a list of family duties for which fourth graders are able to assume responsibility.
3. Students can learn how to set a table correctly, using the bare essentials.
4. Discuss "hobbies", e.g.: what they are, what purposes they serve, etc. Ask each student to write a brief report about either "My Hobby" or "A Hobby I Would Like to Begin." Depending on the kinds of hobbies students have, several of them might be asked to bring samples of their hobbies to school to share with other members of the class.

Unit 4. Being a Better Friend

A. Teachable Material

1. Qualities of a good friend
2. How to welcome newcomers at school and in the neighborhood
3. How to introduce people
4. Table manners
5. Courtesies in answering the phone, taking a message, calling a friend

B. Profitable Activities

1. Conduct buzz groups on
 - a. how to be a good friend
 - b. qualities (personality traits) we admire in our friends
 - c. how we can let people know that we would like to be friends

2. Dramatize the following situations through role-playing or skits:
 - a. welcoming newcomers at school
 - b. introducing people to one another (use a variety of situations)
 - c. visiting in a friend's home
 - d. how to answer the phone
 - e. how to take a telephone message
 - f. how to make a telephone call to a friend
 - g. table manners (at school and at home)
 - h. eating in a restaurant
 - i. eating in a friend's home

Unit 5. Growing Up Emotionally

A. Teachable Material

1. What makes you happy?
2. What do you do when you're angry? (Acceptable ways of getting rid of angry feelings)
3. What things bother you or make you feel bad?

B. Profitable Activities

1. Have students write brief compositions on such topics as
 - "The Happiest Day I Ever Had"
 - "The Things That Make Me Happy"
 - "The Things That Make Me Sad"
 - "What I Did Last Time I Was Angry"
 - "Things I Like to Do by Myself When There's No One to Play With"
2. Dramatize through skits or role-playing:
 - a. Unacceptable ways of getting rid of angry feelings
 - b. Constructive ways of getting rid of angry feelings

Concepts

1. We are made of many cells which have important tasks to do in making it possible for us to live and grow.
2. Blood carries food to the cells and waste products away from the cells to places where they can be collected and excreted.
3. A person's heredity refers to those personal characteristics that have been passed down to him from his parents through genes and chromosomes.
4. Each person receives half of his inherited characteristics from his mother and the other half from his father.

5. Each person's inherited characteristics are determined at the moment of conception when his father's sperm fertilizes his mother's ovum.
6. A person's heredity influences the way he grows, what he will look like, and how tall he can grow to be.
7. What a person becomes is determined by his heredity, his environment and, to some extent, what he wants to be.
8. Each member of a family contributes to the well-being of the whole family and each of its other members.
9. The health of each family member affects the well-being of all family members.
10. There are many activities that all members of a family can participate in and enjoy together. Playing together and working together helps mothers and fathers and children know each other better and strengthens the family as a unit.
11. Having a hobby is one way a person can use his leisure time constructively. Hobbies add enjoyment to living. Sometimes the members of a family enjoy sharing the same hobby.
12. A friend is someone who likes you and whom you like. A person can have many different kinds of friends among people of all ages.
13. One of the best ways to make new friends is to be friendly to other people. Being friendly lets others know that we would like to have them as our friends.

Resources for Grade Four

Films:

Courtesy at School. Coronet.

Developing Responsibility. Coronet.

Everyday Courtesy. Churchill Films, California.

Exploring Growth. Churchill Films, California.

Germs: What They Do. Coronet.

Gossip. C.W.S.C.

How to Catch a Cold. Disney.

Learning From Disappointment. Coronet.

Let's Play Fair. C.W.S.C.

8mm Super Technicolor Cartridges:

Birth. Henk Newhouse, Inc.

Fertilization. Henk Newhouse, Inc.

Books:

Grant. Wonder World of Microbes. McGraw-Hill.

Meringer. How You Grow Up. Sterling.

Renick. Jimmy's Own Basketball. Scribner.

Renick and Helen Southard. A Story About You. Chicago: American Medical Association.

APPENDIX F

QUESTIONNAIRE

Grade: Kdg. _____ One _____

Directions: It will be helpful for curriculum planning to know which of these concepts are being taught in the Bozeman Schools. Please consider areas (a), (b), and (c) as you check your answers.

Concept	(a) I taught this concept		(b) To what degree?				(c) With adequate materials I'd	
	inci- dent- ally	in a unit plan	thor- ough- ly	con- sider- ably	some- what	not at all	feel confi- dent	lack confi- dence
1. All living things reproduce. Every child must have a father and mother in the beginning.								
2. Some animals reproduce from eggs outside the body, some from eggs within.								
3. Human parents both differ from and are similar to animal parents in planning for and taking care of their young.								
4. Every member of a family is an important member and has responsibilities.								
5. In the children's ordinary conversation with each other or with me I encouraged the use of correct terminology in reference to the body parts and functions.								
6. Each person has the right to privacy at some time, and each should respect the privacy of others.								
7. Each part of the body is an important part of the whole person and there is nothing shameful about any part of the body.								
8. Children should be cautious in dealing with strangers. It may be dangerous to accept rides from strangers.								
9. Using good manners lets other people know that we like and respect them.								

QUESTIONNAIRE

Grades: Two _____ Three _____

Directions: It will be helpful for curriculum planning to know which of these concepts are being taught in the Bozeman Schools. Please consider areas (a), (b), and (c) as you check your answers.

Concept	(a) I taught this concept		(b) To what degree?				(c) With adequate materials I'd	
	inci- dent- ally	in a unit plan	thor- ough- ly	con- sider- ably	some- what	not at all	feel confi- dent	lack confi- dence
1. Plants reproduce and need care.								
2. Some animals reproduce from eggs outside the body, some from eggs within.								
3. People reproduce from eggs within the body.								
4. Every child must have a father and mother in the beginning.								
5. Human families have a normal desire for babies and prepare for their care.								
6. Different animals feed their young in different ways, e.g.: birds bring food to their young, mammals breast feed their young.								
7. Human mothers may breast feed their young.								
8. Human babies grow and develop more slowly than other animal babies.								
9. We need many kinds of food to keep us well and help us grow.								
10. Food comes from many sources, e.g.: seed, fruits, leaves, stems, roots, and animals.								
11. Unwashed food may carry germs or retain chemicals used by farmers.								
12. Food must be digested so we can use it to help us grow and maintain health.								

Concept	(a) I taught this concept		(b) To what degree?				(c) With adequate materials I'd	
	inci- dent- ally	in a unit plan	thor- ough- ly	con- sider- ably	some- what	not at all	feel confi- dent	lack confi- dence
13. Waste products are eliminated by urination, bowel movements, and respiration.								
14. Sleep and activity help us grow.								
15. Keeping clean helps us stay well and happy by avoiding diseases and illness.								
16. We learn from playing games.								
17. We learn from doing things with our family.								
18. Taking turns shows concern and respect for the feelings of others.								
19. Children's feelings towards others and about themselves affects them, and their physical condition affects their feelings.								
20. Everyone should show respect for members of his own and the opposite sex.								
21. There are many ways that mothers and fathers and children show that they love each other.								

Grade Four

Directions: It will be helpful for curriculum planning to know which of these concepts are being taught in the Bozeman Schools. Please consider areas (a), (b), and (c) as you check your answers.

Concept	(a) I taught this concept		(b) To what degree?				(c) With adequate materials I'd	
	inci- dent- ally	in a unit plan	thor- ough- ly	con- sider- ably	some- what	not at all	feel confi- dent	lack confi- dence
1. Plants and animals are composed of many cells which have important tasks to do in making it possible for them to live.								
2. Cells in our body use food for growth and make waste products.								
3. Blood carries digested food to the cells and waste products away from the cells to places where they can be collected and excreted.								
4. Plants reproduce and need care.								
5. Animals reproduce and need care.								
6. For there to be young salmon, both eggs and sperm are needed.								
7. Humans reproduce from eggs within the body and need care.								
8. Protozoa and paramecia are a part of food chains that lead ultimately to green plants.								
9. Living things depend on other living things for their food.								
10. Through genes and chromosomes, each person receives half of his inherited characteristics from his mother and the other half from his father.								
11. Heridity affects growth patterns and rates in plants, animals, and humans.								
12. There is a difference in growth rates between boys and girls.								

Concept	(a) I taught this concept		(b) To what degree?				(c) With adequate materials I'd	
	inci- dent- ally	in a unit plan	thor- ough- ly	con- sider- ably	some- what	not at all	feel confi- dent	lack confi- dence
13. Both sleep and activity help us grow.								
14. Good health habits help prevent the spread of communicable diseases.								
15. Good grooming improves our appearance and our health.								
16. We need many kinds of food to keep us healthy and growing.								
17. The eyes and ears need care.								
18. Each member of the family should have home duties and responsibilities that contribute to the well-being of the whole family.								
19. The way we behave affects the way others behave.								
20. We should welcome new friends and learn to introduce people.								
21. Acceptable table manners should be practiced.								
22. There are common courtesies to learn in the use of the phone.								
23. Different things make us happy or sad.								
24. There are acceptable ways of getting rid of angry feelings.								
25. We must have respect for ourself and others.								

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