

Education
Family Life Curriculum
1981-82



Consensus statement *See*
used a copy
of this consensus
statement

The League of Women Voters of Appleton

APPLETON, WISCONSIN 54911

The League of Women Voters of Appleton met in three units on September 22-23, 1981 to take consensus on the local study item of a Family Life curriculum for the Appleton Public Schools. Members were asked, "Do you support the adoption of a Family Life- Growth and Development curriculum in the Appleton Public Schools?" Since the study coincided with a proposal to the School Board from a two year study by a Family Life- Growth and Development Curriculum Committee, League members looked at their materials as a model but intended the study to be broad enough to make an evaluation of any successor plan which meets the general concerns expressed in the consensus.

We asked ourselves whether it is truly possible to add a major curriculum in a time when schools face rising costs, shrinking dollars, and declining enrollments. We asked ourselves what would have to be eliminated in order to implement such an ambitious program. We asked ourselves whether the school system has enough trained and sensitive personnel to do a first rate job in this important arena. Not all of the questions were answered to our total satisfaction, but, in spite of that, our overwhelming conclusion was that we want the Appleton Public Schools to try to do this important job. The process followed by the Curriculum Committee up to this point and the product available as of this point in time clearly contributed to our confidence that the schools can do the job.

Most of us saw the program as an appropriate supplement to those families who are already actively involved in their personal family life education program through lessons in daily living. And, such a program is even more important for students in the care of the schools who are not being guided toward the acquisition of information, attitudes, and interpersonal skills that are critical ones in leading a responsible adult life.

Parental rights and deeply held family values are a cornerstone of our society-- and so are individual rights. We favor the curriculum being considered a requirement rather than an elective, but we

recommend that any plans for the implementation of the curriculum would contain the mechanism for parents to withdraw their child from portions of the program.

Strong parental^{and community} input should be sought throughout the development, adoption, and implementation of the program. The League of Women Voters recommends that the Appleton Public Schools proceed with the Family Life- Growth and Development program. The League will follow the process and continue to monitor the process, offering our input and evaluation at the appropriate times.

FAMILY LIFE - GROWTH AND DEVELOPMENT *Curriculum*

(Outline)

PRIMARY LEVEL

- I. Social competencies at home, school and community
(obj.: to develop self-awareness of social needs and skills at home, school and community)
- II. Mental health
(obj.: to develop self-awareness and a positive self-concept)
- III. Physical growth and maturation
(obj.: to demonstrate the understanding that we will grow and develop in many ways)

INTERMEDIATE LEVEL

- II. Emotional
(obj.: it is important to understand self in order to promote emotional health)
- III. Social
(obj.: it is important to understand self in relationship to others,)
- III. Physical
(obj.: it is necessary to understand one's body in order to promote optimum health)

JUNIOR HIGH LEVEL

- I. Impact of self identity
 - A. Personality development and improvement
 - B. Improvement of self image
 - C. Significance of sexuality
 - D. Significance of emotional maturity
 - E. Development of leisure time activities
- II. Influences of social maturation
 - A. Significance of become socially mature
 - B. Importance of friendships and peer group behavioral influences
 - C. Roles and responsibilities of family members
 - D. Effects of adolescent interactions
- III. Influence of social health problems
 - A. Effects of smoking on the relationship of self to interaction with others
 - B. Effects of Alcohol on the relationship of self to interaction with others
 - C. Effects of drug abuse on the relationship of self to interaction with others
 - D. Effects of venereal diseases on the relationship of self to interaction with others
- IV. Significance of factors influencing physical health and well-being
 - A. Importance of physical fitness
 - B. Importance of personal grooming and hygiene
 - C. Significance of the basic four food groups
 - D. Effect of food elements on food needs
 - E. Effects of calories, junk foods and dietary habits on health and appearance

Fam. Life (2)

- V. Significance of physical health and maturation
 - A. Role of diseases, bacteria and viruses
 - B. Importance of the endocrine system
 - C. Significance of genetics and heredity
 - D. Factors involved in reproduction
 - E. Factors influencing sexual maturity

SENIOR HIGH LEVEL

- I. Achievement of personal identity
 - A. Character
 - B. Personality
 - C. Maturity
 - D. Leisure time and time management
 - E. Mental health
 - F. Decision-making

- II. Awareness and acceptance of one's physical self
 - A. Physical fitness
 - B. Influence of lifestyle on physical well-being
 - C. Anatomy and physiology

- III. Impact of society on personal identity
 - A. Sexual behavior
 - B. Drug use and abuse
 - C. Death
 - D. Changing lifestyles

- IV. Development of interpersonal relationships
 - A. Factors in selection of a partner for a permanent relationship
 - B. Family planning
 - C. Family models
 - D. Family relationships and responsibilities

1981-2 Local Support of:

The adoption of
Family Life - Growth & Development Curriculum
by the Appleton Public Schools

1. ~~There should be~~ Parental involvement throughout planning and implementation to assure a reflection of the diversity of family values.
2. Ongoing parental and community education should be provided and input sought throughout the development, adoption, and implementation of the program.
3. The program should be required, but with a mechanism included for parents to remove their child from portions of the program.

Stevie Schmidt, chair
Board adopted, 1982