

## THE "BASIC" IN HAWAII'S HOME ECONOMICS PROGRAM

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### Basic Practical Arts examines technological complexity and the individual's role in an island environment

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Home economics teachers in Hawaii's intermediate schools are part of a team that combines content and activities in four subject areas — agriculture, business, home economics, and industrial arts — to provide a basic practical arts course. The Basic Practical Arts (BPA) course examines technological complexity and the individual's role in today's world and an island environment. The goal of BPA educators is to develop an individual who is able to cope effectively with environmental change and technological development.

The BPA curriculum is helping learners understand the basic necessities of life, change, management, utilization and conservation of resources, and goods and services. The environment of a prevocational classroom which provides laboratory activities helps learners discuss and explore the realities and issues of their island environment and today's world. Teachers in each area may focus on one or several of the five basic concepts of the program: (1) "Essential Needs of People," (2) "Coping With Change," (3) "Elements of Effective Management," (4) "Effective Utilization and Conservation of Resources," and (5) "Effective Provision and Consumption of Goods and Services."

#### Essential Needs of People

Learners begin to explore this first concept by determining what is necessary for maintaining a healthy body and providing protection with adequate housing and clothing.

In the home economics classroom, learners may analyze and compare the nutritional value of diets of different

ethnic groups living in the islands, study the function of various nutrients in the body, and recognize that different foods can provide nutritionally adequate diets.

The agriculture class may reinforce this concept with a study of the effects of clean air and water on plants and humans. The activities would emphasize the need for a steady supply of clean, fresh water and the physiological need for water, with learners exploring options for obtaining water for survival when lost on the beach, in the forest, in the lava desert or rangeland of Hawaii'i, with actual experiments in those environments. Learners might also compare the condition of air quality in Hawaii'i with that of an industrial state.

The industrial arts teacher may illustrate different housing designs for various climatic regions and how they relate to environmental conditions and available resources. Learners might construct typical roof models and discuss the advantages and disadvantages for different national regions.

The home economics teacher might explore the clothing needs in other climates; with learners designing a house or clothing to provide minimal protection for a camping trip to remote areas with different climatic conditions, such as Waipi'o Valley on Hawaii'i island or Haleakala Crater on Maui. Learners might also compare the protection provided by the housing and clothing of early Hawaiians with that of contemporary Hawaii'i. Each activity relates specifically to the environmental and cultural conditions that exist in our island-state.

Sociological and psychological needs are also included in the "Essential Needs of People" unit. Interpersonal relationships with peers, family, and others are examined. Learners identify the factors that influence the socialization process of individuals, discuss the roles and responsibilities of being a member of a family and other groups, and explore how feelings develop and affect personal growth. Learners may identify and discuss possible reasons for stereotyping and the effects of such attitudes. They may also evaluate positive and negative aspects of the socialization process and how conflict is resolved by

different people and different groups.

The home economics teacher may address family relationships and responsibilities while the business teacher may explore personal qualities that would help learners obtain a job. Each teacher might evaluate the results of short-term group projects for the basis for formation of the group (friendship, sex, ethnicity, etc.), reasons for selecting a group leader, determination of task assignments, and human factors that lead to success or failure.

The home economics teacher, also, might enlist the aid of parents to discuss the responsibilities and privileges of teenagers and parents. Teachers in all areas might cooperate to involve learners in community events or projects. Each activity explores the psychological and social needs of an intermediate student.

### Coping With Change

The environment of Hawai'i is everchanging. This change is magnified because of limited land space and resources. In this second unit, the BPA course helps learners recognize, understand, and choose adjustments. Learning activities analyze and evaluate the effects of technology on people and how the environment can be controlled with technology.

In the home economics or industrial arts class, learners might explore the effects of an energy crisis or a power failure resulting from a hurricane. They might also discuss the adjustments that would be necessary if schools were operated year-round, half-days, or at night. Business students could explore the effect of jet planes on the economy of the islands and how the aviation industry has influenced changes in patterns of living. Agriculture classes may examine the effects of air cargo on the agriculture industry in Hawai'i. Learners might predict the future for the sugar cane and pineapple industries.

Home economics students might trace the change in housing from single-family dwelling to high-rise condominiums — and how this would change family life patterns. They could visit and evaluate high-rise buildings for playground areas, family gathering space, and the effects of noise; and study the political activity that results from resistance to change, such as a rezoning attempt for a new housing development, the extension of a freeway, or the closing of a school. The class could examine both sides of the issue and plan a campaign for or against the changes.

A fashion buyer from a local store might explain to home economics students how marketing psychology affects customer attitudes and change. These students might also plan ways to overcome negative reactions to new and different foods; and experiment with old and new appliances and list preferred devices and give reasons for

their choices.

The agriculture and industrial arts classes might initiate a class campaign for school beautification and discuss the characteristics of groups that influence or ignore change. Agriculture students might visit the University Experiment Station to observe new agricultural techniques and processes being tested and try to determine which products will be grown in Hawai'i in the future.

In the use of computers, business students might observe how its use is changing the marketplace. Home economics learners can identify how computers are used in the home. Agriculture students can set up computer irrigation and hydroponic systems; industrial arts students can explore simple computer-aided design. All the classes could explore technological solutions for controlling the environment and the desirability of the solution.

### Elements of Effective Management

Adapting to a changing environment requires effective management practices. Intermediate learners plan and evaluate life activities in this unit, and find that planning is a process by which a desired outcome may be achieved. However, they also discover that planning involves identifying, researching, analyzing, testing, revising, and evaluating processes. Short- and/or long-term goals are developed for activities or projects. Human and non-human resources are accessed. The projects are organized and a system of monitoring is determined. Finally, the results of the activities are evaluated for success. Learners in all areas may begin by conducting a group project without any planning. The process and results are evaluated and learners identify situations in which planning is necessary — and unnecessary. After this initial experience, the learners develop a plan for a large project.

In home economics, they may plan a meal or sew a small project. In industrial education, they may choose to build a wooden jewelry box or a cutting board. The agriculture class might plant a garden. The business class might plan a business venture. In each class, the learners must research the possibilities, access the resources needed for the project, develop a plan of action, and distribute responsibilities.

As the project progresses, learners may find ways to simplify the work, chart the flow of the activity, or redistribute responsibility. Guest speakers from business may also be invited to speak about strategies they use to organize people and tasks.

In home economics, learners may also examine the organizational structure of the family and discuss the roles and responsibilities of each member. These learners can investigate the standards set for consumer products by government and industry. Business students can look at

the models provided by the business world and, as the work on a project progresses, set standards for the product and determine how the product could be improved in the future. Agriculture learners could research national and state pesticide control legislation. Industrial arts students can evaluate safety standards set by OSHA, and then compare these to personal standards for work at home and at school. These standards, then, can be incorporated into a comprehensive rating scale for determining the success of the project. This scale can compare the plan with the actual results, evaluate performance of the class as a group working together, determine the success of the activity, and make suggestions for improvement.

#### Effective Utilization and Conservation of Resources

This unit emphasizes conservation; its lessons emphasize these islands' commitment to care for our natural resources in order to maintain the beauty of the land and decrease our dependence on other sources. Learners must be able to classify various natural resources as inexhaustible, irreplaceable or replaceable, and identify the sources of these resources. They must also analyze individual and societal values and goals in the use of these resources. Conservation techniques and substitutes must be identified. The individual learner must assume the responsibility of conservation.

Home economics students might prepare a meal with locally grown food, such as guava, *limu* (island seaweed), berries, fern shoots, bamboo shoots, or *'opae* (island shrimp), and determine the feasibility of the use of such natural foods.

In examining natural energy resources, industrial arts students might examine building codes and zoning laws and predict what local housing density will be like in the future and the strain of land use on such resources as water and electricity. They might build a working model of a water-, sun- or wind-powered machine to illustrate the effective use of a natural resource as a source of power. Home economics learners might dehydrate food using solar energy, while agriculture students might examine the effects of fertilizer, herbicide, and insecticide on the water supply. Business students could examine the effects of different businesses on our island environment and resources. In each class, the learners must determine if the future of Hawai'i will be influenced by the ability to conserve, reuse, recycle, and protect resources. Learners might visit a recycling plant and discuss conservation practices; while speakers from the Board of Water Supply, Hawaiian Electric Company, State of Hawai'i Office of Environmental Control, Outdoor Circle, or other offices can discuss how our resources are protected by law.

Home economics students can make an investigation of their homes for ways they can practice conservation. Industrial arts learners can explore options for reusing motor oil. Agriculture students can explore the effects of misuse of resources on land and marine life. Learners must, then, assume the responsibilities of a conservationist. They might identify an environmental problem and develop an individual and/or group plan of action.

Agricultural students might conduct a mock hearing where agricultural land is being rezoned for housing. They might also develop a measuring device to be used by game wardens to quickly and conveniently determine the legal size of captive sea life. Industrial arts students might collect items which would normally be discarded and determine a practical plan for recycling or reusing. Techniques for recycling old garments can be explored by home economics students. Business students could determine how business recycles or reuses equipment and supplies.

#### Effective Provision and Consumption of Goods and Services

In a technological environment, people are dependent on goods and services. This unit provides learners with the opportunity to explore production activities, consumer demand, transportation and distribution of goods, marketing of goods and services, and consumer protection agencies.

To explore production and distribution of goods, agriculture students may visit a local nursery. Home economics students can visit a bakery. Industrial arts students can visit a factory that produces wood products, and, after the visit, develop an organizational chart identifying roles and responsibilities of personnel and the steps in producing a product. They can compare the price of raw materials with the finished product and determine how the product would be effectively marketed. Home economics students can compare business management and production to the activities and products produced in the home. Business learners might interview persons who have been employed in the same business for many years to determine how the job has changed over the years as a result of technology. Guest speakers might help learners explore how money is obtained to finance the production of a product. Computer simulations could be used to form a company and develop a product. Learners must also recognize that most jobs available in Hawai'i are service related.

Home economics and industrial arts students could identify the service jobs that are performed in the home. They could also determine how technology has changed these jobs. Agriculture students could explore the ways

that agriculture food production has been aided by technology. Learners could compare the Hawai'i of 100 years ago with modern Hawai'i in terms of technology, production of goods, service occupations, and job opportunities. They could also do a comparison of a decade ago.

The effects of consumer demand could be examined by determining the seasonal demand for products, such as Christmas trees. Learners could predict what would happen if many families decided not to buy these trees. Retailers and distributors could be contacted to determine how they decide to purchase particular items. Learners would see the influence of their personal consumption of the production and distribution of products.

Basic Practical Arts students can compare the various transportation systems utilized in the distribution of goods. They could then relate the mode of transportation to the availability and cost of the commodity. Learners could determine the most economical way of shipping a commodity to the Mainland or a neighbor island. They might visit a ship to see how merchandise is packaged and handled on the docks.

To evaluate advertising techniques, learners in business and home economics classes might evaluate an advertising campaign for a product and/or a politician. They could compare campaigns and identify persuasive techniques. Learners could create their own campaign for a product. Guest speakers from retail stores could discuss television, newspaper, and radio advertisements as well as displays or sample distribution in the stores. An advertising person could discuss the relationship of labeling, packaging, displaying, and advertising goods to the cost of the product. Learners in agriculture could demonstrate three ways of packing flowers, such as anthuriums or orchids, comparing the cost of each. They could test the sales appeal of each package. Home economics students could

examine food advertisements and create displays of a food product which would be evaluated on consumer appeal and retention of product freshness. Communication techniques could be tested to convince the class to buy a product. Each class might also explore the role of private and government consumer protection agencies and determine their function.

Each of the five units in Basic Practical Arts is taught by teachers in all vocational areas. They work as a team to coordinate activities and projects. This program provides an introduction to vocational areas for students in the intermediate schools and strengthens their problem-solving skills. The learners find that home economics is not a cooking and sewing class, industrial arts is not woodshop, agriculture is not gardening, and business is much more than typing. They learn that vocational teachers are helping students understand their personal needs as well as their role in our society. To successfully maintain the island community of Hawai'i, we must all learn to cope with change, effectively manage our life activities, conserve our natural resources, and understand our production and consumption of goods and services.

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