



Career and Family Leadership

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**Curriculum Resource Guide
for
Career and Family Leadership**

*Using Process Skills and Content Modules That Feature Critical Thinking
and Practical Problem-Solving Activities*

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Produced by
Instructional Materials Laboratory
University of Missouri-Columbia
(800) 669-2465

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Catalog Number 40-9100-I

Family and Consumer Sciences Education

Vision Statement:

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

Mission Statement:

To prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

1. strengthening the well-being of individuals and families across the life span;
2. becoming responsible citizens and leaders of family, community, and work settings;
3. promoting optimal nutrition and wellness across the life span;
4. managing resources to meet the material needs of individuals and families;
5. balancing personal, home, family, and work lives;
6. using critical and creative thinking skills to address problems in diverse family, community, and work environments;
7. functioning as providers and consumers of goods and services;
8. appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
9. promoting successful life management, employment, and career development.

Development of this project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Technical Education, and no official endorsement should be inferred.

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Process Skills Competency List Cross-Reference

Process Skill Competency	Missouri Show-Me Standards Goal Cross Reference	National Standards for Family & Consumer Sciences Education Cross Reference
PS/A. Manage Work & Family Life		
1. Define practical problems families and individuals may face in everyday work and family	1.1, 1.2, 1.3, 1.4, 1.6, 1.9	2.1, 4.2
2. Identify the types of practical problems families and individuals frequently face	1.5, 1.7, 1.9	2.2, 2.3, 2.4
3. Apply individual values and goals to decision-making	1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10	3.1, 3.3, 3.6, 4.1, 4.3, 4.6, 4.9, 4.10, 4.12, 4.13
PS/B. Develop Effective Communication Skills		
1. Identify characteristics of a respectful relationship	2.3, 2.6	3.5, 3.6, 4.2, 4.6, 4.8, 5.1
2. Demonstrate effective communication skills	2.1, 2.2, 2.4, 2.5, 2.6, 2.7	2.4, 3.1, 3.2, 3.5, 3.6, 4.3, 4.4, 4.7, 4.9, 4.10, 4.12, 5.3
3. Examine the consequences of actions for self and others	2.2, 2.3, 2.7	1.4, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
4. Apply conflict resolution techniques when needed for consequences of actions for self and others	2.1, 2.4, 2.6	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.13
PS/C. Identify Solutions to Practical Problems		
1. Demonstrate practical problem-solving skills	3.1, 3.2, 3.3, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.1, 5.2
2. Evaluate consequences of possible solutions for self and others	3.4, 3.5, 3.6, 3.7, 3.8	1.4, 2.3, 3.3, 3.4, 3.6, 4.5, 4.8, 4.13, 5.4, 5.5, 5.6
3. Compare and contrast practical problem-solving techniques to other problem-solving strategies	3.2, 3.3, 3.4, 3.8	1.1, 2.1, 2.4, 3.1, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
PS/D. Accept a Leadership Role		
1. Define the roles of a responsible family member and citizen	4.2, 4.3, 4.4, 4.6, 4.7	2.2, 3.3, 3.5, 4.5, 5.1
2. Demonstrate positive leadership skills	4.2, 4.4, 4.5, 4.6, 4.7, 4.8	1.2, 2.1, 2.2, 2.3, 3.3, 3.6, 4.1, 4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
3. Compare and contrast the duties of a responsible family member and citizen	4.2, 4.3, 4.5	1.1, 1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 3.6, 4.1, 4.4, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5

Career and Family Leadership

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
A. ASSUMING LEADERSHIP ROLES AS RESPONSIBLE FAMILY MEMBERS AND CITIZENS					
1. Explain the significance of family and consumer sciences	1.6, 1.7, 1.9, 1.10, 2.1, 2.3, 2.4, 2.7, 3.5, 4.1, CA1, CA3, CA4, CA6, SS6	1.1	2, 3, 5	D3, D12	A3, G1
2. Explore FCCLA benefits, opportunities and purposes	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 3.8, CA3, CA5, CA6, SS7	1.1, 1.2.6, 13.5	3, 5	D1, D4, D15,	A1, A2, B1, G1
B. ESTABLISHING A POSITIVE SELF-CONCEPT					
1. Analyze personal characteristics	1.4, 1.6, 1.8, 1.9, 2.2, 2.7, 4.8	12.1.2, 12.2.1, 12.2.3, 12.2.4, 13.2.1, 13.2.3	1, 2, 3	I1, I2, I4	A1, F1, F2, F3, F4, F5, G1, G2
2. Demonstrate positive character traits	1.6, 4.3, 4.4, 4.8	13.2.1, 13.3.1, 13.4.1	2	I1, I2, I4	A1, F1, F2, F3, F4, F5, G1, G2
3. Investigate areas for personal growth	1.1, 1.2, 1.3, 1.6, 3.3, 4.3, 4.4, 4.8, HP2	12.2.2, 13.2.3	1, 2, 3, 4, 5	I1, I2, I3, I4	A1, F1, F2, F3, F4, F5, G1, G2
4. Differentiate between needs and wants	1.6, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.8, HP2	2.1.2, 2.5.1, 3.3.2	1, 3	A1	A1
5. Evaluate personal goals	1.6, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.8	1.1.5, 2.6.1	2, 3	I1, I2, I4, I5, I6	A1
6. Practice decision-making	1.2, 1.6, 1.7, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.8	13.4.3, 13.5.7, 13.6.2, 13.6.3	1, 3, 4	E4, E5	A3, A4
7. Apply leadership skills	1.4, 1.6, 1.8, 2.1, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.8	1.2.4	2, 3, 4	B2, B4, B6, B8, B10, B14, B15, B17, C2, D10, D11, D12, D13, D16, E3, E4, E5, G2	A3, F1, F2, F3, F4, G1, G2

Career and Family Leadership

Introduction

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
8. Utilize FCCLA programs to promote personal growth and leadership development	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	1.2.4, 13.2.5, 13.4.1, 13.4.3, 13.5.1	1, 2, 3, 4, 5	B2, B4, B6, B8, B10, B14, B15, B17, C2, D10, D11, D12, D13, D16, E3, E4, E5, G2, I1, I2, I3, I4	A1, A3, F1, F2, F3, F4, F5, G1, G2
C. PRACTICING POSITIVE INTERPERSONAL SKILLS					
1. Analyze qualities of positive relationships	1.2, 1.3, 1.6, 2.1, 4.8, HP2	13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.2.1, 13.2.5, 13.3.1, 13.3.4, 13.3.6, 13.3.7, 13.6.1	2, 3	A1, A3, B5, B6, B9, B10, B15, B17, D4, D10, D11, D12, D13, E4, F8, G1, G6, H6, I1, I4	F1, F2, F3, G1, G2
2. Practice effective communication techniques	1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 4.8, CA1, CA4, CA5, CA6, CA7, HP2	1.2.3, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 13.4.3, 13.4.4, 13.4.5, 13.5.2, 13.6.3, 15.2.2	2, 3	B2, B3, B5, B9, B10, B15, D3, D4, D5, D10, D11, D12, F8, H6, I3, I4	F3, G1, G2
3. Develop team building skills	1.3, 1.6, 2.1, 4.8, HP2	1.2.4, 13.3.3, 13.3.4, 13.3.5, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7	1, 2, 3	A1, A3, B6, B10, D4, D5, D6, D10, D11, D12, E4, F5, F7, F8, G1, I2, I4	F1, F2, F3, G1, G2
4. Utilize problem-solving skills	1.5, 1.6, 1.8, 3.1, 3.8, 4.8	13.4.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7, 13.6.2, 13.6.3	1, 2, 3	A1, A3, B2, B4, B6, B9, B10, B14, B17, D4, D5, D6, D10, D13, E4, E5, F8, I4	A3, B1

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
5. Utilize FCCLA programs to develop positive interpersonal communication	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.1.5, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 13.5.4, 13.5.5, 13.5.6, 13.5.7	2, 3	B10, D3, D4, D5, D6, D10, D12, E4, E5, F8, H6, I4	F3, G1, G2
D. ANALYZING THE WORK OF THE FAMILY					
1. Investigate the work of the family	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 4.2, CA7	6.1.1, 6.1.2, 6.1.4, 6.1.5, 12.3.1, 12.3.2, 12.3.3, 13.1.1, 13.5.1, 15.1.1, 15.1.2, 15.1.3, 15.2.1, 15.2.2, 15.2.3	1, 2, 3, 4, 5	B14, B16, D4, D5, D6, D9, D10, D11, E4, E5, F7, F8, G2, G6, H5, H6, I1, I2, I4, I5, I6	G1, G2
2. Analyze the impact of family systems	1.2, 1.3, 1.6, 1.7, 1.9, 4.2, CA7, SS5	6.1.1, 6.1.2, 6.1.4, 6.1.5, 12.3.1, 12.3.2, 12.3.3	2, 3	A1, A3, B2, B4, B10, D4, D5, D6, D9, D10, D11, E4, E5, E6, F8, H6, I4	G2
3. Analyze the changing roles of family members	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 4.2, CA7, SS2, SS5	6.1.4, 6.1.5, 6.1.6, 13.1.2, 13.2.4, 15.1.4	1, 2, 3	A1, B6, A3, D11, E4, F8, G6, H6	G1, G2
4. Examine the significance of the family	1.2, 1.3, 1.5, 1.6, 1.9, 4.2, CA7	6.1.1, 6.1.4, 6.1.5, 6.1.6	1, 2, 3, 4, 5	D4, D5, D6, D8, D9, D10, D11, D13, D14, D15, E4, E5, E6, F8, H5, H6, I6	G1, G2

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
5. Solve problems related to Family and Consumer Resource Management	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.7, 4.2, CA5, CA7, FA2, HP6, MA1, MA2, MA3, SC8, SS3, SS4, SS5, SS6, SS7	2.1, 2.1.1, 2.1.4, 2.1.5, 2.1.8, 2.5.4, 2.6.1, 2.6.2, 2.6.3, 13.1.6, 15.2.5, 16.2.5, 16.2.1	1, 2, 3, 4, 5	B6, B13, C2, C3, C5, C6, D1, D2, D8, D9, D13, D15, D16, E2, E3, E4, E5, F1, F2, F4, F5, G1, G4, H1, H2, H5, H6, H9, I1, I2, I3, I6	G1
6. Solve problems related to Nutrition and Wellness	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 4.2, CA5, CA7, HP1, HP2, HP3, HP4, HP5, HP6, HP7, MA1, MA2, MA3, MA4, SC3, SC4, SC7, SC8	2.1.3, 2.1.6, 2.1.7, 14.1.1, 14.2.1, 14.3.1	1, 3, 5	H1, H2, H3, H4, H5, H6, H7, H8, H9, I3	
7. Solve problems related to Family & Human Development	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.7, 1.9, 2.7, 4.2, CA5, CA7, HP1, HP2, HP3, HP5, HP6, HP7, SC3, SC4, SC8	2.5.4, 12.1.1, 15.4.1	1, 2, 3	H1, H2, H3, H4, H5, H6, H7, H8, H9, I3	F1, F2, F3, F4, F5, G1, G2
8. Analyze the impact of family on career choices	1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 4.2, CA7	2.5.4	1, 2, 3	B16, F4, F5, F7, F8	A1, A2, A3, G1, G2
9. Utilize FCCLA programs to explore leadership related to families	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	1.2.4	1, 2, 3	B2, B4, B6, B8, B10, B14, B15, B17, C2, D10, D11, D12, D13, D16, E3, E4, E5, G2	F1, F2, F3, F4, G1, G2
E. EXPLORING WORK, JOBS, AND CAREER					
1. Examine workplace policies (i.e., leaves, dress codes, use of technology)	1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.6, 2.7, 4.2, 4.8, CA7, SS6, SS7	1.2.2, 13.4.6	1, 5	A5, B1, B2, D8, D15, E1, E2, F7, F8, G6, H1, H2, H4, H9, I3, I5	A1, A2, A3, F1, F2, F3, F4, F5, F6, G1, G2

Career and Family Leadership

Introduction

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
2. Examine work ethics	1.2, 1.3, 1.6, 1.9, 2.6, 4.2, 4.8, CA7, HP6, SS60	1.2.2, 1.2.8, 13.3.5, 13.4.6, 13.6.4, 13.6.5	1, 2, 4	B2, B13, E3, F1, F2, F6, F7, F8, G5, G6, H1, I1, I2, I3, I5	F1, F2, F3
3. Demonstrate appropriate work attitudes and behaviors	1.9, 2.6, 4.2, 4.8, CA7, HP2, HP3, SS6	13.4.5	1, 2, 3	D4, D5, D6, D9, D10, D11, D13, D14, E3, E4, E5, E6, F2, F6, F7, F8, G1, G5, G6, H6, H9, I1, I2, I3, I4, I5, I6	E1, F1, F2, F3, F4, F5, F6
4. Compare the impact of career choices on family life	1.2, 1.3, 1.6, 1.8, 1.9, 2.6, 4.2, 4.8, CA7, SS6	1.2.1	1, 2, 3	A1, B2, B16, C5, D6, D9, D11, F7, I1, I2, I4, I5, I6	A1, A2, A3, B1, B2
5. Develop a plan for achieving career goals	1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.6, 2.7, 4.2, 4.8, CA7	1.1.5	1, 2, 3	A1, A3, D6, D16, E3, E4, E5, F2, F7, H6, I1, I2, I3, I5	A1, A2, A3, C1, C2, D1, D2, D3, D4, D5, D6, E1, E2, E3, E4, E5, E6, F1, F2, F3, F4, F5, F6, G1, G2
6. Utilize FCCLA programs to explore leadership related to work and careers	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	1.2.4, 6.1.7, 13.5.1	2, 3	B2, B4, B6, B8, B10, B14, B15, B17, C2, D10, D11, D12, D13, D16, E3, E4, E5, G2	F1, F2, F3, F4, G1, G2, A3
F. EXPLORING COMMUNITY ROLES AND RESPONSIBILITIES					
1. Identify recurring community concerns impacting families	1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 4.2, SS2, SS6, CA7	1.3.2, 2.2.3	1, 2, 3	B10, G1, G4, G6, H4, H5, H6	
2. Identify societal goals	1.2, 1.3, 1.6, 1.8, 1.9, 4.2, CA7	2.1.6, 2.2.1, 13.6.4	2	A1, F8, H6	G1, G2

	Missouri Show-Me Standards Cross Reference	Family & Consumer Science National Standards	SCANS	AAOI Objectives	Core Employment
3. Examine the impact of public policy on families	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 4.2, CA7, HP6, SS2, SS3, SS6	1.3.5, 2.2.1, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.5.3, 13.4.6, 15.3.3	2	F8, G6, H1, H5	F6
4. Investigate resources supporting families	1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.7, 4.2, CA7, HP2, HP6	1.3.4, 2.3.3, 13.4.6, 15.3.1, 15.3.2	1, 3	B11, H5	B1
5. Develop a plan for community involvement	1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 4.2, CA5, CA7, FA1	1.3.1, 1.3.2, 1.3.3, 1.3.4, 13.5.4, 13.5.5	1, 3	D8, D10, D11, D12, E4, E5, F6, F8, G1	A3, G1, G2
6. Utilize FCCLA programs to explore leadership related to community	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	1.2.4, 13.5.4, 13.5.5, 13.5.7, 15.3.1, 15.3.2	2	B2, B4, B6, B8, B10, B14, B15, B17, C2, D10, D11, D12, D13, D16, E3, E4, E5, G2	F1, F2, F3, F4, G1, G2
G. INTEGRATING MULTIPLE ROLES AND RESPONSIBILITIES OF INDIVIDUALS, FAMILY, CAREER, AND COMMUNITY					
1. Analyze the significance of integrating multiple roles	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 4.2, 4.8, CA7	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 6.1.1, 6.1.2, 6.2.1, 6.2.3	1, 2	D10, D13, D14, E4, E5, E6, H6, I1	G1, G2
2. Examine the impact of social, economic and technological change on work and family	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.6, 2.7, 4.2, 4.8, CA7, SC4, SC8, SS4	1.2.5, 2.4.1, 2.4.2, 2.4.3, 12.2.2, 13.3.6	1, 2, 3, 4, 5	A3, A4, B6, B10, D15, E4, E5, E6, F8, G6, H1, I6	
3. Examine the need to address diversity in society	1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 4.2, 4.8, CA7, FA4, FA5, SS2, SS5, SS6	6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 13.4.2, 15.1.5	2	F8, G6	F6
4. Utilize FCCLA programs to prepare for multiple roles	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, CA1, CA3, CA4, CA5, CA6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 6.1.5, 6.1.6, 13.1.2, 13.2.4	1, 2	D10, D13, D14, E4, E5, E6, H6, I1	F1, F2, F3

Acknowledgments

The Career and Family Leadership comprehensive semester course introduces the general study of family and consumer sciences, including how individuals develop and function in family, work, and community settings. The impact of career exploration and leadership development on individuals and families are important components of this instructional program.

The members of the statewide advisory committee who identified student competencies and participated in a field test/review of this resource guide included:

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Introduction

Teaching students to become effective problem-solvers in addressing issues that face families and individuals every day is a challenge that is best handled by involving the student in critical thinking exercises. By engaging them in discussions to identify possible solutions, students learn to reason through each possibility to determine the best solution. Not all problems have one right answer.

The format used in this curriculum guide presents the student with a "practical problem" to be explored so that potential solutions can be identified. The search for these solutions helps the student build skills needed to find the facts for making informed decisions; to evaluate several possible solutions and consequences while taking personal values into consideration to select a solution that is comfortable for the student and others who may be affected; to communicate with others when negotiation or compromise is needed to obtain an acceptable solution.

In *Techniques for Teaching Thinking*, Costa and Lowery suggest that, "Teachers must impress upon students that the goal of instruction is thinking; that responsibility for thinking is theirs; it is desirable to have more than one solution; it is commendable when they take time to plan; and an answer can be changed with additional information."

This format is similar to the Ohio Work and Family Life Program developed for the Ohio Department of Education, Family and Consumer Sciences Section. The Ohio program "... is based upon what students need to know, be able to do, and be like in order to be competent in the demanding, challenging, and changing work of the family."

An integral part of this curriculum involves challenging the students to relate the meaning of values, ethics, core beliefs and responsibility to problem solving and decision-making. Activities include exposing the students to community resources and how to access these services. Students also explore leadership roles to become responsible members of families and society.

How This Curriculum Guide Is Organized

This guide begins with one module devoted to developing Process Skills needed for critical thinking and problem solving. This module introduces students to the practical problem-solving approach used throughout this guide. These modules provide the basis for building skills and applying the knowledge necessary for strengthening families and becoming responsible citizens. The Process Skills Module can be thought of as warm-up exercises for an athlete. The learning activities and assignments in this module develop thinking, reasoning, leadership, and communication skills the students will use throughout the course as they explore specific information about career and family leadership. The National Association of State Administrators for Family and Consumer Sciences (NASAFACS) developed a set of

National Standards for Family and Consumer Sciences Education, which was released in mid-1998. That document concludes that, "Process is a vehicle for obtaining, analyzing, and using content."

Students work together differently from course to course, and from year to year. Therefore, some classes may need more warm-up work using the Process Skills Module before the students are comfortable working as cooperative group members.

The following chart lists each Process Skill, the basic types of activities that module will focus on, and the relationship of the Process Skills to the Missouri Show-Me Standards. The skills introduced here will be used throughout the remaining modules in this guide. Therefore, it is necessary to present this module first to prepare the students for the Content Modules that follow.

Process Skills Introduce Critical Thinking Using A Practical Problem-Solving Approach

Process Skills	Summary of Module Topic Addressed	Missouri Show-Me Standards Skills
PS/A. Managing Work and Family Life (Clarify Values)	Define a Practical Problem & identify the types families and individuals may face in work and family life.	Goal 1: Acquire knowledge and skills to gather, analyze and apply information and ideas.
PS/B. Developing Effective Communication Skills (Examine Belief Systems)	Develop an understanding of respectful relationships and apply conflict management skills while recognizing the perspectives of others.	Goal 2: Acquire knowledge and skills to communicate effectively within and beyond the classroom.
PS/C. Learning to SEARCH for Solutions to Practical Problems (Review Ethics)	Identify Practical Problem and solutions while considering possible consequences.	Goal 3: Acquire knowledge and skills to recognize and solve problems.
PS/D. Taking on a Leadership Role (Accept Responsibility)	Explore community resources and analyze the individual's duty and responsibility to society.	Goal 4: Acquire knowledge and skills to make decisions and act as responsible members of society.

A Critical Thinking Approach to Instruction and Assessment

In the opening pages of this guide you will find the Career and Family Leadership Competency List and a Process Skills Competency List. The Process Skills are core skills and abilities students must master to become critical thinkers. The four Process Skills are aligned to the four Show-Me Standards Performance Goals and to the National Standards for Family and Consumer Sciences Education.

As you review each of the four units in **Process Module 1: Exploring Process Skills** you will see the competencies referenced. For example, Process Skill A is Managing Work and Family Life. There are three competencies listed for this process skill. Following each competency is a reference in parentheses. The reference PS/A-1 is Process Skill A, competency 1. When you look in the front of this guide at the Process Skills Competency List, you will again see PS/A-1. The "PS" is added to each process skill competency to help you keep it separate from the content competencies for the course.

Included with this guide is a yellow student Competency Profile Card that uses the 3-2-1-N rating scale for assessing content knowledge. In addition, you will find four Process Skills Scoring Guides, one for each separate skill. The Scoring Guides allow you to assess each student's mastery of the Process Skills. The Scoring Guides also follow the 3-2-1-N rating scale. The Guides can provide you with important feedback indicating how well students are applying the Show-Me Standards Performance Goals. You may choose to assess student performance of the Process Skills for each course you teach, or you may prefer to assess the skills less frequently. As students become familiar with these skills and progress through several courses that incorporate them, you may find that it is no longer necessary to thoroughly reteach all of these skills. Students may need only a quick refresher to be prepared to explore the content using critical thinking skills.

Content Modules Used in this Guide

Content Module	Practical Problem Addressed	Summary of Module Topics Addressed
Module 1 Unit 1: Establishing a Positive Self-Concept	How are character traits used to build personal growth?	Analyze personal characteristics. Demonstrate positive character traits. Investigate areas for personal growth.

<p>Module 1 Unit 2: Establishing a Positive Self-Concept</p>	<p>What actions can be taken to develop self-concept?</p>	<p>Differentiate between needs and wants. Evaluate personal goals. Practice decision-making. Apply leadership skills. Utilize FCCLA programs to promote personal growth and leadership development.</p>
<p>Module 2 Unit 1: Practicing Positive Interpersonal Skills</p>	<p>What should be done about developing interpersonal communication?</p>	<p>Analyze qualities of positive relationships. Practice effective communication techniques. Develop team building. Demonstrate responsibility. Utilize problem-solving skills. Utilize FCCLA programs to develop positive interpersonal communication.</p>
<p>Module 3 Unit 1: Analyzing the Work of the Family</p>	<p>What should be done about the work of the family?</p>	<p>Investigate the work of the family. Analyze the impact of family systems. Analyze the changing roles of family members. Examine the significance of the family.</p>
<p>Module 3 Unit 2: Analyzing the Work of the Family</p>	<p>What should be done about the work of the family?</p>	<p>Solve problems related to family and consumer resource management. Solve problems related to nutrition and wellness. Solve problems related to family and human development. Utilize FCCLA programs to explore leadership related to families.</p>

<p>Module 4 Unit 1: Exploring Work, Jobs and Careers</p>	<p>What should be done about work, jobs, and careers?</p>	<p>Examine workplace policies. Examine work ethics. Demonstrate appropriate work attitude and behaviors. Compare the impact of career choices on family life. Develop a plan for achieving career goals. Utilize FCCLA programs to explore leadership related to work and careers.</p>
<p>Module 5 Unit 1: Exploring Community Roles and Responsibilities</p>	<p>What should be done regarding community roles and responsibilities?</p>	<p>Identify recurring community concerns impacting families. Identify societal goals. Examine the impact of public policy on families. Investigate resources supporting families. Develop a plan for community involvement. Utilize FCCLA programs to explore leadership related to community.</p>
<p>Module 6 Unit 1: Integrating Multiple Roles and Responsibilities of Individual, Family, Career, and Community</p>	<p>What should be done about integrating multiple life roles?</p>	<p>Analyze the significance of integrating multiple roles. Examine the impact of social, economics and technological change on work and family. Examine the need to address diversity in society. Utilize FCCLA programs to prepare for multiple roles.</p>

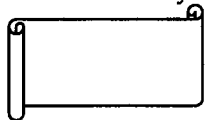
Family, Career and Community Leaders of America (FCCLA), the career and technical student organization for family and consumer sciences education programs, utilizes programs and projects that support and enhance instruction and assessment for process skills, as well as content in all areas of the family and consumer sciences curriculum. Resource information for FCCLA programs and projects are included throughout this guide in the References section of each process and content module. Appendix A, *Implementing the National Family and Consumer Sciences Standards Through FCCLA*, provides information to assist family and consumer sciences teachers in teaching and assessing process skills and content by cross-referencing FCCLA programs and projects with the National Standards for Family and Consumer Sciences.

Using This Curriculum Guide in the Classroom

Each unit begins with an **Overview** which includes the **Practical Problem**, student competencies from the **Missouri Family and Consumer Sciences Competency Profile** that relate to the problem, and **Enabling Objectives for Mastery** identifying skills and knowledge students need to master each competency. **Teacher Background Information** provides the **Rationale** for the practical problem and the **Background** section provides research, information and statistics for the teacher to use as needed in the instructional process. **References, Internet Websites, and Videos** are included for the material used in developing each module. The teacher may consult the references for additional information or direct students to these sources for enrichment activities.

The section entitled **Instructional Strategies** builds on the topics presented in the **Enabling Objectives for Mastery** section. The **Instructional Strategies** can be thought of as the content or knowledge to be acquired as the student works to solve the practical problem. **Questions for Discussion/Formative Assessment** are included in this section to guide student learning. Three types of **Summative Assessments** are provided to help the student explore and discover knowledge. **Paper and Pencil** assignments challenge the student to demonstrate understanding through written papers, reports, journal writing, etc., while **Classroom Experiences** provide opportunities to explore solutions through lectures from guest speakers, involvement in the community, through cooperative group projects and other classroom activities. Finally, **Application to Real-Life Settings** allows the student to apply the knowledge gained in the module to life experiences. Most **Instructional Strategies** and **Summative Assessments** have been linked to Missouri Family and Consumer Sciences Competency(ies) These links are indicated in parentheses after the **Enabling Objective** in the **Instructional Strategies** section, and following each individual **Summative Assessment**. In some instances, an **Instructional Strategy** or **Summative Assessment** utilizing FCCLA programs/projects may be noted for which no competency(ies) are identified. In these cases, students will use critical thinking/problem solving skills to identify/design a specific project. Once this has been done and a link to the content has been established, the teacher and student can identify the competency(ies) being addressed.

A variety of supplemental material is included at the end of each module. The pages labeled **Activity Sheets** may be completed by students individually or in work groups. These activity sheets are linked to Missouri Family and Consumer Sciences competencies as indicated by the following symbol:



There is one specific style of activity sheet that requires students to explore problems where more than one right answer may be possible. This activity, which encourages reflective thinking, is entitled **Thinking It Over**. **Fact Sheets** may be used as handouts, overhead transparencies, or adapted as posters.

Teachers who currently use Ohio's Work and Family Life materials are familiar with the REASON Model. These problem-solving worksheets are very similar and can be interchanged. For those who are new to the Critical Thinking model, SEARCH is an acronym for:

- S -- State the problem to be solved.
- E -- Examine the facts, ethical concerns and alternatives that exist.
- A-- Analyze options and alternatives based on personal values.
- R -- Review options and select the one best solution.
- C -- Chart and start a plan of action.
- H -- Highlight the outcome of your actions.

SEARCH for Solutions is a step-by-step process to help students work through problem solving and solution identification. These steps do not necessarily need to be taken in order. However, by focusing on each step when discussing the problem-solving process, students focus on the objective techniques used to reach a solution, rather than making subjective choices with little or no thought to the real problem or the consequences of the decision. This **SEARCH for Solutions** page may be included with Activity Sheets. These may be reproduced as needed for each activity.

Preparing Students for Practical Problems

Students may need some orientation before beginning these activities. They may need help with vocabulary to understand words such as ethics, consequences and values. Other students may need coaching in being respectful to other such as allowing others to state an opinion different from their own opinion, or taking turns talking and actively listening to others, and in conflict management. Still others students may need reassurance that although there is not one right answer to some problems, there is one answer that is best for each person. An answer is the right answer when the student can defend it, place it in context with the individual's values and explain how the answer shows respect and consideration of others.

Unit 1

Managing Work and Family Life

Practical Problem:

What should be done about managing work and family responsibilities?

Missouri Family and Consumer Sciences Competencies:

PS/A-1. Define practical problems families and individuals face in everyday work and family life.

PS/A-2. Identify the types of practical problems families and individuals frequently face.

PS/A-3. Apply individual values and goals to decision-making.

Enabling Objectives for Competency Mastery:

1. Examine individual responsibilities related to work and family.
2. Examine responsibilities of the family.
3. Examine responsibilities of the community.
4. Identify individual, family, and community values and goals related to work and family life.

Teacher Background Information

Rationale

Adolescents need to have an understanding of individual, family, and community responsibilities related to developing human potential and achieving and maintaining well-being. Managing one's life in relationship to these multiple responsibilities is an important component. This understanding assists adolescents for the present day as well as prepares them for future roles as family members and citizens (Crockett & Crouter, 1995; Holmes, 1995).

Background

Both individuals and families are responsible for developing human potential and achieving well-being for oneself and others within the family and community. Responsibilities for oneself may include meeting one's own needs for physical, emotional, psychological and intellectual development. Examples include: consuming healthy food, engaging in socially healthy relationships, or seeking out opportunities to develop one's own human potential. Adolescents should begin to assume responsibility for their own needs and development.

Family responsibilities, or the *work of the family*, includes "... the action of family members to (a) develop human potential, (b) meet the needs of the family group, and (c) influence community goals" (Wright, 1999, p. 106). Adolescents should be contributing members of their family of origin, as well as preparing for future family roles.

Individuals and families also are citizens of communities. Community concerns vary but may relate to issues such as providing food, shelter, clothing, or safety, literacy, parenting or health education. Individuals and families achieve the work of the community through leadership roles, volunteerism, or group membership, which helps to fulfill community needs. Adolescents may also interact within the community of the school. The work accomplished by the family and community is often unpaid work opportunities.

Paid work experiences are one way in which adolescents develop a sense of responsibility and their own potential. Almost all adolescents work at some time during high school and work is generally perceived as a transition into adulthood (Mortimer & Mortimer, 1996). The meanings adolescents associate with work are important in shaping their future perceptions. "The quality of experience while doing work-like activities -- how one feels -- will determine whether a teenager will look forward to a future occupation with anticipation or with dread" (Schmidt & Rich, 2000, p. 72). Four central dimensions of work experience include: self esteem (feeling good about oneself, feeling in control of the situation, achieving expectations of self and others), salience (challenge, importance to self, importance to the future), positive affect (sense of feeling happy) and enjoyment of the work experience. If adolescents currently perceive work as a negative experience, this meaning is carried into future work roles (Schmidt & Rich, 2000). Managing the responsibilities of the individual, family, and community are important to maintaining well-being.

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Instructional Strategies

1. **Examine individual responsibilities related to work and family. (Competencies PS/A-1, PS/A-2)**
 - a. Before beginning any of the activities in this unit, write a definition or give examples of individual, family, and community responsibilities as they relate to career and family leadership. After engaging in the activities, revise or further develop the definition and further examples. Share and compare your information with other classmates.
 - b. Brainstorm with a team a list of responsible versus not responsible career and family leadership actions or activities. After engaging in the activities, revise or further develop the definition and further examples. Share and compare your information with other classmates.
 - c. Using the list developed in the previous activity, develop a list of career and family leadership responsibilities you have assumed within the home/family. How does this list differ from your class list? Summarize these differences in a written report. Validate this list further by asking another family member to review and respond to the list.
 - d. Write a job description that describes the responsibilities for an ideal job. Next, write a job description that describes responsibilities for an individual family member. Compare and contrast the two descriptions.
 - e. Conduct individual interviews with selected family members regarding their individual and family responsibilities. Interview questions might include: What are responsibilities of the family? What are your specific responsibilities within the family? What do you see as my role in the family?
 - f. Complete the data chart **ACTIVITY SHEET #1: "Meanings Associated with Work."** Identify career and family leadership responsibilities completed within the family and for employment. Use information from this data chart to develop a definition of work. Compare your definition with other classmates.
 - g. Write a "Statement of Responsibilities" that describes the leadership responsibilities you have assumed for yourself related to work, the family, or community. Compare and discuss your list with a classmate.

Questions for Discussion/Formative Assessment:

What is the meaning of responsibility?

What are responsibilities of the individual related to work or family?

What meanings are associated with responsibility? With work?

How do we learn about responsibilities?

How do rewards (such as recognition or payment) influence the responsibilities one assumes?

2. Examine responsibilities of the family. (Competencies PS/A-1, PS/A-2)

- a. Break into groups. Find readings and/or information from the Internet on families of other cultures or family forms (single parent family, traditional family, etc.) and family responsibilities. Have your group become the “experts” on these readings and Internet information and provide information to the class regarding the family responsibilities described in your research.
- b. Working as a team, identify stories or media events (i.e., television programs, newspaper stories, advertising), which illustrate family needs or family problems being addressed. Analyze what actions are taken in the stories and/or media events to meet needs or resolve problems. Summarize your team's findings in an oral report on the importance of these stories and/or media events for helping young people to understand their own individual and family responsibilities.
- c. Write a letter to a significant member of the family. Describe in the letter how this family member has contributed to your well-being and understanding of work, family, and community responsibility. Share this information with the family member you wrote about. Ask them to critique the information.

Questions for Discussion/Formative Assessment:

What are the responsibilities of the family?

Why is important that the family take responsibility for itself?

How do families teach children about the responsibilities of the family? What responsibilities are most important for all family members? For children? Teenagers? Adults?

3. Examine responsibilities of the community. (Competencies PS/A-1, PS/A-2)

- a. Engage in a “reconnaissance mission” in which you gather information regarding your school as a community. Develop questions and interview community members (teachers, other students, administrators, support staff, etc.) Interview questions might include: What is your role in the school setting? What are your responsibilities as a student? How do you think the school is like a community? What do you perceive as students' responsibilities within the school as a community? Prepare a bulletin board for your school that summarizes this information.
- b. Interact with a panel of community volunteers who describe their reasons for being volunteers and the responsibilities they assume within the community. Work in small

groups to prepare your questions for the volunteers prior to their arrival. Summarize their responses to your questions in a written report.

- c. Examine the local news section of the newspaper and identify examples of community actions or career and family leadership responsibilities. Determine how community actions are achieved. Share your findings with other class members.

Questions for Discussion/Formative Assessment:

What is a community? What are community responsibilities?

In what ways does the family influence our understanding of the responsibilities of a community?

Why is important to effectively manage these responsibilities in one's life?

4. Identify individual, family, and community values and goals influence decision-making skills as to related to work and family life. (e.g., managing work and family roles). (Competency PS/A-3)

- a. Use **ACTIVITY SHEET #2: Values and Goals** to define your "values" and "goals." Use this activity to identify examples of your values and goals for you, your family, and the community. Now look at the values you listed for the three areas and discuss in small groups how these values affect your decision-making skills as they relate to your goals. Are they inconsistent or compatible? Summarize your findings in a written report.

Questions for Discussion/Formative Assessment:

Do you think a person ever sets a goal that conflicts with his or her values? Explain.

How are values established within an individual?

What can cause values to change once they are established?

- b. Play and discuss games that involve balance. In small groups play Jenga or build a house of cards. After playing, describe the game, your feelings while playing, the outcome of the game, sense of competition or teamwork, etc. Make a list of these descriptions. Next, compare this to managing multiple roles in work and family life.

Questions for Discussion/Formative Assessment:

What are values and goals you hold personally? How might these be similar or different to your families (or others) values and goals? How are these values or goals communicated to you or others?

What are the values and goals of the school as a community? How are these values or goals communicated?

Summative Assessments

Pencil and Paper

1. Conduct individual interviews with selected family members regarding their individual and family responsibilities. Interview questions might include: What are responsibilities of the family? What are your specific responsibilities within the family? What do you see as your role in the family? Prepare a chart depicting this information and share with your class. (Competencies PS/A-1, PS/A-2)
2. **FCCLA Activity.** Draw pictures or cut out illustrations that depict how work is related to employment, the family, and community. Give an oral presentation, which describes the meaning of these pictures and illustrations. Adapt the "Illustrated Talk" rating sheet in the *STAR Events* manual to critique this activity. (Competencies PS/A-1, PS/A-2)

Classroom Experiences

1. **FCCLA Activity.** Using the *Families First* peer education program, ask the mayor or city council to proclaim, "Celebrate Families Day" in your community. Tie your celebration into National Family Week, the week of Thanksgiving. Publicize the local celebration and hold a special event for families. Ask the mayor or city council to emphasize how the individual and family values and goals influence decision-making skills in the community. Be sure to use the FCCLA Planning Process to involve everyone and to analyze the outcome of the event. (Competency PS/A-3)
2. Using information gained from speakers, interviews, readings, and personal reflections in Pencil and Paper Assessment #1, develop a class newspaper article that summarizes your learning. Disseminate the article in your school and community. (Competency PS/A-3)
3. Working together in small groups, develop a PowerPoint computer presentation related to individual, family, and community responsibilities. Presentations could be shared with the large group or school events. Analyze and write about the ways in which each group member assumed responsibilities as you worked on this project. (Competency PS/A-3)

Application to Real Life Settings

1. Invite a panel of family members of different family forms or backgrounds to discuss family responsibilities. Prior to the panel's appearance, prepare a list of questions outlining the content of what you want the panel to discuss. Summarize their comments in a brochure you distribute to your school classmates. (Competencies PS/A-1, PS/A-2)

Activity Sheet 1

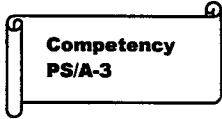
Name _____

Meanings Associated with Work

Directions: List work experiences in the left column related to employment, the family or community. Indicate if this was a paid or unpaid work experience. Check the characteristics that best describe the experience. After completing the chart, write your definition of work.

Work Experiences	Paid (P) Unpaid (U)	Contributed to my self esteem	Created feeling of self control	Met or exceeded my own expectations	Met or exceeded the expectations of others	Challenged me	Was important to me	Was important to my future	Made me feel happy	Was fun	Was enjoyable

Based on these experiences, my definition of work is:



Values and Goals

Directions: List your personal, family, and community "values." Then list your personal, family, and community "goals." Now look at the values you listed for the three areas and discuss in small groups how these values affect your goals. Are they inconsistent or compatible? Summarize your findings in a written report.

Values	Goals
Personal	Personal
1.	1.
2.	2.
3.	3.
Family	Family
1.	1.
2.	2.
3.	3.
Community	Community
1.	1.
2.	2.
3.	3.

Unit 2

Developing Effective Communication Skills

Practical Problem:

How do I build and maintain respectful relationships?

Missouri Family and Consumer Sciences Competencies:

PS/B1. Identify characteristics of a respectful relationship.

PS/B2. Demonstrate effective communication skills.

PS/B3. Examine the consequences of actions for self and others.

Enabling Objectives for Competency Mastery:

1. Analyze techniques to improve communication skills.
2. Review conflict management strategies.
3. Examine the outcome of "right" and "wrong" decisions.

Teacher Background Information

Rationale

Effective communication skills must be practiced within the family. For families to be strong, the members must communicate effectively and with respect. Individuals must be able to express feelings, show concern, and empathize with others. Managing conflict also is a critical skill in maintaining harmony among family members.

The ability to communicate effectively is equally important in the workplace. Effective communication skills are learned-- no one is born with them. Therefore, anyone can learn these skills through practice and patience. Effective communication skills are the foundation on which respectful relationships are built.

A respectful relationship is based on trust, confidence, concern, and support. A respectful relationship includes compromise and accountability. Each person must be responsive and sensitive to the others in the relationship. Those participating in a respectful relationship do so willingly. They cannot be coerced, threatened, intimidated, or manipulated into this type of relationship. It is based on free individuals making free choices. The challenge is in making choices that benefit all members of the relationship, or at least consider the feelings of all members. The consequences or outcome of the decision often indicate if a person is acting in a respectful manner.

An individual's beliefs about what is right or wrong have a profound effect on decision-making. Determining right from wrong and understanding the consequences of a decision are necessary for a person to be able to participate in a respectful relationship. If there is no thought or no regard for the outcome of the person's actions, then that person is not likely to be supportive, compassionate, or trustworthy.

Background

To become strong family members and consumers, individuals must be caring, honest, and compassionate communicators. No one is born with these skills--they are learned. Some people learn only enough communication skills to get by-- they never become effective communicators. Communication is a process that involves sending messages, receiving messages, and providing feedback. No response is a type of feedback; it demonstrates a lack of concern for the person sending the message and is not acceptable in a respectful relationship. There are several opportunities for a message to get lost, be misunderstood, or ignored. Communication can be verbal or nonverbal, which also adds to a message's ability to be lost or misunderstood.

Verbal Communication

Communication includes speaking clearly and honestly, listening actively, and providing feedback. Each person in a respectful relationship takes turns in the roles of speaker and listener. The speaker in a respectful relationship uses I-messages in describing feelings, thoughts, observations, and emotions. I-messages are not as threatening or intimidating as you-messages. For example, "I feel that my opinion is not important to you when you make decisions without discussing them with me," is not as intimidating to the listener as, "You never consider my opinion when you make decisions." I-statements might begin as, "I will...," "I see...," "I think...," "I want...," or "I feel..." I-statements express the speaker's point of view while recognizing and respecting that the listener may have a different opinion.

Listening actively can be as difficult as speaking respectfully. There are a number of poor listening habits that can cause communication to break down and respectful relationships to suffer. Active listening involves being quiet while the other person is talking, watching the speaker's nonverbal communications (looking the speaker in the eye and providing undivided attention), and being considerate of the speaker's feelings and point of view. Sometimes the speaker is clear, concise, and honest, and the listener is paying attention and concerned. Yet, the message is still misunderstood. Communication can be thought of as a formula:

Speaking Respectfully + Listening Actively = Understanding

There are several techniques the active listener can use to clarify the message to help avoid misunderstanding. The first technique is for the listener to ask for clarification. The listener can use a statement such as, "As I understand what you're saying, you..."

Another technique is for the listener to restate or rephrase the message. This shows the speaker that the listener is paying attention. For example, the speaker says, "I am frustrated with having

to pick up dishes scattered throughout the house every night." The active listener could reflect on what was said and rephrase the statement by saying, "You feel that I could do more to help out with picking up dishes around the house." This allows both individuals to know if they are on the same track.

A third listening technique is to summarize the conversation. This is especially useful if the speaker has gotten off track or rambled in presenting a complicated message. The listener might say, "Let me see if I have this straight."

Nonverbal Communication

Nonverbal communication is everything about the message that is not spoken. It includes posture, eye contact, facial expression, etc. Nonverbal communication differs from verbal communication in three major ways. First, verbal communication has a distinct beginning and end. Nonverbal communication is continuous. Second, verbal symbols, words, come to us one at a time and in sequence. Nonverbal symbols may be seen, heard, felt, smelled and tasted all at once. Third, verbal messages are sent consciously; the speaker give thought to what is going to be said. Nonverbal messages, on the other hand, may be sent unconsciously. For example, a yawn by the listener may indicate boredom to the speaker, even though the listener is interested and actively listening to the speaker.

Communication Roadblocks

Effective communication can be stopped short with roadblocks. Refer to the **FACT SHEET #2: Roadblocks to Good Communication** for examples. Roadblocks may be used by someone who is uncomfortable with the conversation, impatient in getting to the point, or insecure in the relationship, among other reasons. Try to recognize why the person is using a roadblock and deal with that problem first. Effective communication requires willing participants. One person cannot do it alone.

Conflict Resolution

Family members share a close environment and limited resources. Conflict can occur even in respectful relationships. Therefore, it is important to understand conflict resolution techniques that can help resolve the conflict and maintain the relationship. Managing and resolving conflict is an integral part of the next module, "Learning to SEARCH for Solutions to Practical Problems." However, the basic steps are included here because open communication is the key to resolving conflicts. Caring, respectful relationships must be established so that conflicts can be considered from the perspectives of everyone involved. One-size-fits-all solutions do not exist in respectful relationships.

Refer to the **FACT SHEET #3: Steps for Managing Conflict** and **ACTIVITY SHEET #2: Identify Your Conflict Management Style** for more information on dealing with conflicts.

References

Family, Career and Community Leaders of America, Inc. *Get Connected to Families First, Financial Fitness, Student Body, FACTS; CD-ROM*. Reston, VA: 2002.

Family, Career and Community Leaders of America, Inc. *STAR Events Manual*. Reston, VA: 2002. (Available from the Career and Technical Education Resources Center. #FCS 13.1308 VA819o.)

Johnson, Leona. *Strengthening Family and Self*. South Holland, IL: Goodheart-Willcox Company, Inc., 1994.

Ulrich-Hagner, Linda, Margaret Andrews and Mary Stang-Cooke. *Decisions in Action*. 2nd ed. Cincinnati: South-Western Publishing Co., 1990.

Instructional Strategies**1. Analyze techniques to improve communication skills. (Competencies PS/B-1, PS/B-2)**

a. Describe the communication problems and possible feelings of each person in the following situations.

- (1) Jada works hard to maintain her position as first chair in the flute section of the concert band. She is a good student and usually makes the honor roll. Her parents do not allow her to go out of the house after 11:00 p.m. on school nights. A professional concert flutist will be in concert in a nearby town next Wednesday, and Jada really wants to hear the performance. When Jada asks her father for permission to attend the concert, he says "no" without even looking up from the evening newspaper. Jada bursts into tears. She screams, "You never allow me to do anything." And she runs to her room and slams the door.
- (2) Carlos and Rita have been dating for eight months and enjoy each other's company. They do many things together and share the same interests. The one interest they do not share is hockey. Carlos loves watching hockey games. Rita doesn't understand the sport and doesn't enjoy watching the games. Whenever Carlos invites her to go to a game with him, Rita suggests they do something else. Carlos understands that Rita isn't a fan, so he invites three of his other friends to go to a game this weekend. Rita gets angry because he wants to spend time at a hockey game with other friends rather than go out to dinner with her. She accuses Carlos of not really caring about her or he would rather be with her than watch hockey. Carlos yells back that she would go to the game with him, if she had any concern for his feelings.
- (3) Justin and Tyler have been great friends for as long as they can remember. They are both starters on the varsity basketball team and they live in the same neighborhood.

They hang out together most of the time in school and after school. Justin has his own car and he never really minds Tyler riding to school, ball practice, etc. However, Tyler is frequently running late. Justin often has to wait at Tyler's house for 10-15 minutes for Tyler to finish getting ready or wait after school for Tyler to finish talking to friends, etc. Justin sometimes jokes that if Tyler doesn't get moving he will just leave him. Today, Justin decides to teach Tyler a lesson and he leaves after school without waiting. Tyler must call his mother at work to pick him up and take him home. When Tyler gets home he calls Justin. Tyler says, "I can't believe you ran out on me. I was only five minutes late. I guess we are not friends after all. All I want is for you to return my CDs. After that, you don't need to speak to me ever again."

- (4) Ellen and Jenny are sisters. They both provide occasional baby-sitting services for several local families. Ellen usually baby-sits Mrs. Carter's twins on Thursday evenings while Mrs. Carter teaches a sewing class at the local fabric shop. Jenny takes piano lessons on Thursday evenings so she is usually not available. This week Jenny's piano teacher is out of town and Ellen needs to work on a research paper at the library. Ellen asks Jenny to substitute baby-sit for her and Jenny agrees. However, at lunch on Thursday several friends ask Jenny to join them to prepare for a class project due in a couple of weeks. Jenny decides that baby-sitting the Carter twins is really not her responsibility because Ellen is their regular sitter. Jenny agrees to meet her friends and she puts a note on Ellen's locker at school telling her that she will not be able to baby-sit, but she doesn't tell Mrs. Carter about her change in plans. After school, Ellen goes straight to the library to work on her research paper and does not see the note on her locker. Mrs. Carter waits at home for the baby-sitter to show up. Finally, she calls the girls' house to find out about the delay. No one there knows where to find Ellen or Jenny. Mrs. Carter is forced to call the owner of the fabric store and cancel the sewing class at the last minute. Mrs. Carter is angry and hires another local teen to be her full-time sitter for Thursday evenings. Ellen is angry with Jenny for costing her this job. Jenny doesn't think everyone should blame her; she was just a substitute sitter.
- (5) David and Susan have been married about one year. Both work outside the home. Susan has just become pregnant. Susan thinks they should buy another car so she doesn't have to ride to her job with David. She also believes she will need a second car when the baby arrives. They do not have life insurance. David thinks they should invest in life insurance for both of them especially since they will soon have the new baby and Susan may be quitting her job after the baby comes. Susan says "I can't believe you won't let me buy a car for myself. I have to get up one hour earlier to ride with you to work, and you don't think I need a car after the baby is here." David responds with "If you are thinking about quitting work, how do you think we can afford a second car? And what if something happens to me and we have no insurance?"

Questions for Discussion/Formative Assessment:

Describe how each person is likely to feel at the end of the conversation.

Without taking either side, describe the behavior of each person and the way that behavior

influences the other person's response.

What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Can you identify any roadblocks to communication? Who created the roadblock? How?

How can the roadblock be removed? Who should remove it?

Explain why you think each situation developed.

- b. Keep a journal or log for two or three days to document all of the roadblocks to communication and "you-statements" you hear. Write down the verbal and nonverbal messages you observe. At the end of the exercise suggest positive, respectful "I-statements" that could be substituted.
- c. Break into groups of two and take turns role-playing each person in one of the situations described in Instructional Strategy 1a. Review **FACT SHEET #1: Effective Communication Skills**. Use communication skills to create respectful relationships and demonstrate caring concern for the other person. Don't try to judge who is right or wrong. Accept that each person has an opinion and work to achieve understanding through open, honest communication. Select one group for each situation and conduct the role-play for the whole class.

Questions for Discussion/Formative Assessment:

In what ways is each of the communication problems similar?

Which communication strategies made the problem worse? Better?

Did each person demonstrate concern for the other person's view? Explain.

Were I-messages used effectively?

What issues or emotions created the communication problem? How were the issues or emotions addressed in a caring, respectful way?

What nonverbal cues did you observe?

- d. Use the **FACT SHEET #2: Roadblocks to Good Communication** as a discussion starter. List other examples of statements you often hear for each roadblock.
- e. Complete **ACTIVITY SHEET #1: Listening Habits**. Form a cooperative learning group to compare and contrast your results from this activity with others in your learning group. Calculate the top five irritations within the group and share with the class. Calculate the top five within the class.

Questions for Discussion/Formative Assessment:

What makes these listening behaviors irritating? An indicator of non-listening?

How often do you experience these behaviors?

How would these behaviors affect the family relationship? Workplace relationships?

What could be done to improve on these negative listening behaviors?

2. Review conflict management strategies. (Competency PS/B-2, PS/B-3)

- a. Complete **ACTIVITY SHEET #2: Identify Your Conflict Management Style**. Compare your results with another student. Discuss whether either of you would like to change your management style. Review **FACT SHEET #3: Steps for Managing Conflict**. Based on this information, devise a plan for a two-week time period on the steps you will take to improve your management style. At the end of that timeframe, re-evaluate your progress and summarize your results in a report to the class.
- b. Talk with your parents about how they manage conflict in their relationship and with you, as well as how conflicts were managed with their parents. Summarize your findings based on the information you covered in Instructional Strategy 2a.
- c. **FCCLA Activity**. Organize a panel discussion made up of professionals who can provide information or assistance when someone doesn't know where to turn for help in making a decision. Develop a resource brochure with phone numbers and contact information. Panelists might include clergy, counselors, social workers, financial counselors, family mediators, etc.

3. Examine the outcome of "right" and "wrong" decisions. (Competencies PS/B-3)

- a. Determine the meaning of each of the terms listed on the **ACTIVITY SHEET #3: Definitions** as you will use them throughout this class.

Questions for Discussion/Formative Assessment:

*Do you think there is always a right or wrong answer to a practical problem? Explain.
What information must you have to make decisions that affect others?
Who can you turn to for help with these decisions?*

- b. Work in small cooperative groups. Read about current events in the newspapers or news magazines. Identify a story based on an ethical problem. Make an informational poster that reproduces the article and includes a description of the problem. Add graphic elements to create visual interest. For example, select an article about the death of Princess Diana that discusses the ethical issues of the behavior of the media. The poster does not need to answer the right or wrong question; rather it should present all aspects of the issue for consideration. Other good examples of how one person's actions affect others are often featured in celebrity news, sports stories, human-interest articles, and political news.

Questions for Discussion/Formative Assessment:

*What is the ethical issue in question?
List as many possible solutions or actions as you can. Don't decide which solutions are "right" or "wrong," just list the alternatives that might be selected.
How would a person's values affect which solution they chose?
Can a "right" answer for one person be the "wrong" answer for another? Explain.*

- c. Decision-making when ethical problems are involved is difficult. These are decisions based on conscience and values. Work in cooperative groups. Select one of the issues identified in Instructional Strategy 3b. Role play one person as the central character facing the decision; one person urging strength in your beliefs; and the third group member listing all the benefits of taking the easy way out.

Questions for Discussion/Formative Assessment:

Is it easier to do the "right" thing or the "wrong" thing in this issue? Explain.

Who is hurt by the action if the "right" decision is made? Who might suffer if you take the easy way out?

Who can you turn to for support or guidance in making this decision?

How would you feel if your boss/parent/friend read about it in the newspaper?

How would you explain your reasoning for the choice you made?

Summative Assessments

Pencil and Paper

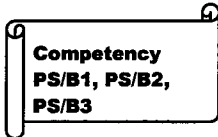
1. **FCCLA Activity.** Use *Families First* for instructions on creating a "Family Council and Family Communication Contract." (Competencies PS/B-1, PS/B-2)

Classroom Experiences

1. Create a classroom bulletin board identifying common ethical decisions teens face such as lying, stealing, cheating, etc. Identify resources for help, guidance, or support in facing these issues. Bulletin boards might be based on books/movies, current newspaper articles, historical events, or hypothetical situations teens might face, etc. Examine the consequences of you or others actions that result from these ethical decisions. (Competencies PS/B-1, PS/B-2, PS/B-3)
2. As a class develop a game that promotes communication and sharing of ideas with other people. To develop the game, each class member writes a question on a card. The questions must require some amount of thought to answer and should not be able to be answered with one word. Example questions: (1) What responsibility does the listener have in effective communication? (2) Is it possible to build a strong relationship without communication? After the questions are written, place them in a deck and shuffle. Then, each of you draw a card and answer the question. The class is responsible for responding to the presenter and asking questions. Invite your debate and/or English teacher to critique the communication between each of you and the class. (Competencies PS/B-1, PS/B-2, PS/B-3)

Application to Real Life Settings

1. As a class, develop a scoring guide for critiquing presentations. Divide into cooperative learning groups and select one of the following nonverbal communicators: facial expressions, gestures, posture, social distance, eye contact, style of dress, and tone of voice/emphasis. Research the topic you chose. Develop a presentation that depicts your nonverbal communicator. Have your classmates use the scoring guide developed for this activity to critique your presentation. (Competencies PS/B-1, PS/B-2, PS/B-3)
2. **FCCLA Activity.** Based on the information covered in this unit, prepare brochures, flyers, a PowerPoint presentation, and/or other media events detailing how to build and maintain respectful relationships. Adapt the "Applied Technology" rating sheet and/or the "Interpersonal Communications" rating sheet in the *STAR Events* manual to assess this activity. (Competencies PS/B-1, PS/B-2, PS/B-3)
3. Working in cooperative groups, survey an employer as to what they consider effective communication skills. Also survey several students as to what they consider effective communication skills in their family. Tabulate the surveys and analyze the difference between employers' and students' responses. Write a school newspaper article to report on the similarities and differences. (Competencies PS/B-1, PS/B-2)

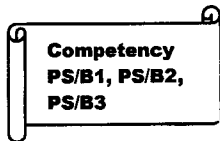


Listening Habits

Directions: Written below are statements that describe behaviors a person usually finds irritating when he or she feels they are not being listened to. Mark with a check mark "✓" those 10 behaviors that are the most irritating to you. Mark with "X" those behaviors that make you think the other person is really not listening. Some statements may have two marks.

- 1. The other person doesn't give me a chance to talk. I go in with a problem and never get a chance to tell about it.
- 2. The other person interrupts me when I talk.
- 3. The other person never looks at me when I talk.
- 4. The other person continually fidgets with a pencil, a paper, or something, looking at it and examining it rather than listening to me.
- 5. The other person treats me like an inferior.
- 6. The other person never smiles. I'm afraid to talk to him or her.
- 7. The other person asks questions as if he or she doubts everything I say.
- 8. Whenever I make a suggestion, the other person always "throws cold water" on the idea.
- 9. The other person is always trying to get ahead of my story and guess what my point is, sometimes even finishing my sentence for me.
- 10. The other person frequently answers a question with another question and I usually can't answer it. It embarrasses me.
- 11. The other person argues with everything I say, even before I have a chance to finish stating my case.
- 12. Everything I say reminds the other person of an experience he or she has had or a happening he or she has heard of recently. I get frustrated when he or she continually interrupts to say, "That reminds me..."
- 13. The other person sits there picking hangnails, clipping fingernails, cleaning her or her glasses, etc. I know he or she can't do that and listen, too.
- 14. He or she just waits for me to get through talking so he or she can interject something of his or her own.
- 15. When I have a good idea, he or she takes credit for it by saying something like, "Oh, yes, I have been thinking about that, too."
- 16. The other person stares at me when I'm talking and looks me in the eye so directly that I feel self-conscious.
- 17. The other person overdoes being attentive -- too many nods of his or her head, or too many hmms or uh-huhs.

Source: Corwin, C. *Balancing Work and Family*. Hutchinson Community College, 1994.



Identify Your Conflict Management Style

Directions: Place a \checkmark in the column that indicates how you handle conflict. Always Sometimes Never

	Always	Sometimes	Never
1. Avoid the person or situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Change the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Joke about the conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apologize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Give in and keep bad feelings about it to yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Try to understand the other person's point of view and consider changing your mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ask someone who isn't involved to help make a final decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Reach a compromise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pretend to agree but do what you want later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Argue over the issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pretend there isn't really a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Get angry and scream or fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Act in ways that hide how you feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Argue over something else less important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Completely take on the other person's view as if it were your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Make excuses for not dealing with the conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Agree with the other person not to deal with the conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Talk with the other person and arrive at a resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Allow someone else to decide how the conflict will be resolved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Harm someone or something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

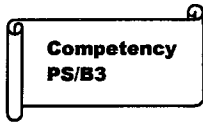
Based on your responses, decide which of the conflict styles listed below describes how you handle conflict.

Avoidance: This response reflects the attitude that because conflict is bad and disruptive, those who desire to be seen as good should avoid it. More subtle ways of avoiding conflict are denial, in which angry or hurt feelings are repressed instead of expressed, and accommodation, when opponents smooth over a potential conflict by apologizing, making excuses, or adapting their behavior to fit the other person's expectations. Avoidance is represented in items: 1, 2, 3, 4, 5, 9, 12, 14, 15, 16, 17 & 19.

Aggression: The aggressive response reflects the belief that in every conflict, there must be a winner and a loser. Confronters are happy to hurl insults or threats. People whose conflict style is confrontational often base their threats on the authority or sense of power they consider rightfully theirs. Aggression is represented in items 10, 11, 13 & 20.

Problem solving: Advocates of this response see conflict as something that happens in the natural scheme of human relationships. Their concern is to arrive at a solution with which both parties are satisfied. Problem solvers frequently use compromise (in which each party gives up what is less important in order to keep what is most important) or collaboration (in which the disputants work together to explore the means by which the needs of both can be met, in a "win-win" solution). Problem solving is represented in items 6, 7, 8, & 18.

Source: Adapted from the Family Relations Resource Guide: A Resource for Teaching the Family Relations Core Course Area of Ohio's Work and Family Life Program. The Ohio State University. 1995.



Definitions

Compromise:

Conflict:

Consequences:

Core Beliefs:

Ethical Behavior:

Respectful Relationship:

Fact Sheet 1

Effective Communication Skills

- Being sensitive toward others; making an effort to understand "Where they are coming from"
- Being honest and sincere
- Having good eye contact
- Using "I" rather than "you" statements
- Taking time to arrive at an understanding
- Being willing to risk and to trust; being vulnerable
- Recognizing one's need to take some ownership and responsibility for the quality and impact of the communication
- Making oneself available to another; giving time and full attention; listening carefully with one's whole being
- Being clear and specific; asking for clarification when not understand
- Granting others the benefit of the doubt and trusting their capacity for good action and good will
- Accepting as true what is said in sincerity
- Developing a short memory for grievances and human errors, your own and others
- Remembering that all behavior is caused and trying to understand the causes
- Listening for messages for two levels-- what is said and what is unsaid with actions and body language
- Expressing love, respect, and selflessness
- Avoiding first impressions and snap judgments; being open-minded; not drawing conclusions before all thoughts have been exchanged
- Selecting a comfortable setting for communications to take place, a neutral turf
- Defining what is important and stressing it: defining what is unimportant and ignoring it

Source: Corwin, C. *Balancing Work and Family*. Hutchinson Community College, 1994.

Fact Sheet 2

Roadblocks to Good Communication

Some types of behavior can prevent people from communicating and building strong, caring relationships. The following are a few examples of statements or comments that illustrate barriers to good communication.

1. **Blame**
"You never want me to have fun with my friends."
2. **Insults**
"It was your stupid idea to come to this restaurant."
3. **Put Downs**
"When are you ever going to grow up?"
4. **Interruptions**
"Can this wait until after football practice?"
5. **Sarcasm**
"I suppose you remembered my birthday all by yourself?"
6. **Commands**
"I'm not asking you for your opinion, I'm telling you what I've decided."
7. **Threats**
"If you want me to buy you a computer for graduation, you will speak to me in a civil tone."
8. **Make Excuses**
"It's not my fault that we never have time to shop for your prom dress."
9. **Create Diversions (Change the Subject)**
"I know you promise to keep your grades up if you can work part-time. I seem to remember that you promised to take care of the dog we adopted two years ago, and I always have to feed him before I leave for work."
10. **Lecture**
"You may think you know what you're getting into. But the problem is more complicated than you understand. It's like the time..."
11. **Judge**
"You can't wear your hair that way and expect anyone to hire you."
12. **Withdrawal**
"Sure. Uh huh."

Fact Sheet 3

Steps for Managing Conflict

When individuals interact in a close personal relationship such as the family environment, conflict is sure to occur at times. Dealing with the conflict in a caring manner creates a win-win situation for those involved. The steps below can help you identify the win-win solution to your conflict.

- 1. Take genuine interest in reaching a solution.** Select a neutral location to talk that is free from distractions or interruptions. State your commitment to working out a solution. As you begin to discuss the problem, keep the focus of the discussion on the issue. (Review **FACT SHEET #2: Roadblocks to Good Communication** to identify behavior that is counterproductive.)
- 2. Alternate turns talking and listening.** State your opinion, feelings, and expectations clearly. Listen without interrupting (verbally or nonverbally). Ask questions to clarify that you understand the other person's feelings. Work through this critical step until everyone agrees they understand the other perspectives.
- 3. Create a list of all possible solutions.** Do not evaluate or judge any option at this time. Merely, identify all possible solutions to the problem.
- 4. Discuss each possible solution and the consequences.** Consider how effectively each option would solve the problem taking into account the goals and values of those involved. The goal is to identify a solution that is acceptable to everyone. One person should not cave in to satisfy another, bulldoze over others to get their way, or put up roadblocks that prevent any solution from being considered. Compromise may be one way to find a workable solution. If a mutually agreeable alternative is found, move on to the next step. If not, go to step 6.
- 5. Chart your plan of action based on the solution identified above.** Determine and agree on the actions to be taken by each person involved. Question, clarify, and commit to the solution.
- 6. Take a break.** Set a time to resume talks and reflect on alternatives. A new solution may appear that suits everyone.

When all else fails, it may be helpful to agree to talk with a neutral party or mediator. Remember that the most important thing is to preserve the relationship. Giving in or giving up undermines the open, honest communication required for a respectful relationship. Conflict is natural but it does not have to be deadly to a relationship.

Unit 3

SEARCH for Solutions to Solve Problems

Practical Problem:

How do I solve practical problems related to career and family leadership in an ethical, respectful, and responsible way?

Missouri Family and Consumer Sciences Competencies:

PS/C1. Demonstrate practical problem-solving skills.

PS/C2. Evaluate consequences of possible solutions for self and others.

PS/C3. Compare and contrast practical problem-solving techniques to other problem-solving strategies.

Enabling Objectives for Competency Mastery:

1. Define a practical problem.
2. Define ethics and apply to solving practical problems.
3. Propose ethical solutions to practical problems.

Teacher Background Information

Rationale

Understanding consequences and taking responsibility for actions can be difficult for teenagers and some adults, yet this ability is necessary for critical thinking, practical problem solving, and maintaining respectful relationships. Individuals must think through the consequences of decisions and consider the effect their actions may have on others to become responsible members of society. Young people are just beginning to explore adult issues such as independence, however, they often lack knowledge or experience to predict the domino effect of some decisions. For example, a student may think that cheating on one exam to cover up for lack of preparation is relatively harmless. No one will really get hurt--it's not like burning down someone's house. However, when the student is caught cheating, a whole array of consequences will follow the incident. The student may fail the test and get a lower grade for the semester, or face suspension from sports or school, or be grounded by parents, or even face losing a scholarship or admission to college. What first seems like a small, rather harmless act, suddenly snowballs into a complicated, embarrassing situation with long-term consequences.

Background

Individuals make choices every day to obtain or maintain things they value. They justify their actions based on core beliefs and repeat their behavior using an internal code of ethics. Values determine the core beliefs about what is important or worth obtaining. Ethics are the guidelines or behavior templates used to repeat the process of weighing costs from one situation to the next. Ethical decision-making involves making a judgment based on what is desirable and what a person is willing to do to obtain a thing of value. Few people are intentionally unethical in their behavior. However, when faced with conflicting values, a person's judgment or behavior may become unpredictable and/or questionable.

Ethical decisions are rarely black and white. Ethical decisions often involve conflicting values and almost always involve consideration of others who are directly or indirectly affected. For example, a small business owner employs five people to build or repair lawn furniture. The business owner wants to provide high-quality work for his customers. In order to hire well-trained craftspeople to build furniture, the owner must pay a good wage. However, to make enough money to pay the employees, the owner must charge a fairly high price to his customers. The owner faces a number of ethical decisions in operating his business. Should he try to find cheaper labor and jeopardize the quality of the work? Should he raise his rates to pay his workers top dollar and risk losing customers who refuse to pay the steep prices? Where is the balance between fair price and high quality that allows the owner to keep his employees and his customers? If a decision must be made to choose between customers or employees, whom should the owner choose? What happens if the owner discovers that the special teakwood he has been using for his outdoor furniture is upsetting the ecological balance in the rain forests of South America where it is harvested? Does he continue to use the wood he knows it is best for this product, or does he switch to an inferior wood? Which is more important, the long-term impact on the environment, or his current customers and employees? How does he make each of these decisions?

A number of theories have been proposed to understand a child's development and acquisition of knowledge. Among those offering theories on this subject are John Dewey, Jean Piaget, Lawrence Kohlberg, and Jane Loevinger. A comparison of the various theories reveals one common belief that individuals progress through "stages" of emotional growth. How this growth occurs and factors that influence it vary among the researchers. However, they all suggest that many children achieve the type of emotional development necessary for solving practical problems at approximately the beginning teen years. It takes a child 10-12 years of emotional development to reach the point of being able to think in the abstract terms necessary to project themselves into a hypothetical situation and to be able to consider the consequences of their actions in relation to others. Critical thinking and practical problem solving do not come naturally to teens. They know a certain situation may make them feel angry, fearful, anxious, timid or rejected; however, they have difficulty setting their emotion aside to examine the problem that is creating that feeling and identify possible solutions that will properly resolve the problem.

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Instructional Strategies

1. Define a practical problem. (Competency PS/C-1)
 - a. Refer to **FACT SHEET #1: Definition of a Practical Problem** and **FACT SHEET #2: Ethical Decisions Versus Core Beliefs**. As a class, discuss some of the types of practical problems teens frequently face. Use a flip chart or chalkboard to list the basic problem and place a number beside each problem identifying the core value(s) involved.

Questions for Discussion/Formative Assessment:

Tally the results to determine if there is a value that is most frequently challenged.

What can you do to prepare to face these common challenges?

Identify possible resources/advisors you can consult for information and alternatives when each type of problem occurs.

- b. Consider the following example of a practical problem.

You have a Spanish quiz on Thursday and because you have been working extra hours at your part-time job to buy a new leather jacket, you are not ready for the quiz. Do you sacrifice other activities to make study time for the quiz? Take notes to work and try to study on the job? Accept the trade off and take a lower grade on the quiz? Stay home from school on the day of the quiz to buy the extra time to study and make up the quiz on Friday?

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Questions for Discussion/Formative Assessment:

What is the practical problem in this situation? Which core beliefs are called into question by this problem?

Who, besides you, might be affected by any of your actions in resolving this problem?

Are there other possible solutions than those listed? If so, explain.

2. Define ethics and apply to solving practical problems. (Competency PS/C-2)

- a. List as many terms or phrases that use the word ethics as you can identify (e.g., code of ethics).

Questions for Discussion/Formative Assessment:

What do these phrases or terms have in common? (Answer: It is likely that the terms all relate to actions, while core beliefs usually define thoughts or feelings.)

How do you think someone's values influence his or her ethical actions?

- b. Look up the word "ethics" in the dictionary. On individual strips of assorted-colored construction paper, list one occupation you think has, or should follow, specific rules for ethical behavior or practice (e.g., doctors, attorneys, brokers, teachers, and politicians). Make a bulletin board with headings for "Has a Written Code of Ethics," "Should Have a Written Code." Attach sheets listing occupations under the appropriate heading. Variation: Use one color for those professions you believe have a code of ethics, one color for those who should have a code and a third color for those professions you think do not need a code of ethics. Discuss why each profession does or does not need a code of ethics.

3. Propose ethical solutions to practical problems. (Competency PS/C-3)

- a. Work as a class and use the sample problem in Instructional Strategy 1b to complete **ACTIVITY SHEET #1: SEARCH for Solutions**. It is important that you understand how to use the Activity Sheet to break a practical problem down and apply your values and beliefs to solving the problem in a respectful, caring manner.

TEACHER NOTE: Before introducing the **ACTIVITY SHEET #1: SEARCH for Solutions**, ask students to list additional strategies people might use to make important decisions. Discuss how successful these strategies might be in actually solving problems. Also, ask students to identify privately if they use any of these strategies themselves. Some examples include:

- Scientific Method: Represents a general pattern of eleven mental activity stages that occur when solving a problem.
- Practical Problem Solving: A four-phase process of (1) input, (2) processing; (3) output, and (4) review.
- FCCLA Planning Process: A five-step problem solving process.
- Habit: Making the same decision under the same circumstances without considering if it is the best decision.

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- **Avoidance:** Ignoring a problem and hoping it will go away. Usually the problem gets worse and the relationship of those involved suffers.
- **Denial:** Pretending there really is no problem. Similar to avoidance.
- **Analysis Paralysis:** Researching, considering, pondering and agonizing over a decision until it's too late to matter.
- **Cinderella Syndrome:** Believing your fairy godmother will magically solve the problem if you wait and wish.
- **Delegation:** Leaving the problem for someone to else to solve. Passing the responsibility on to someone else to take action.
- **Rational Review:** Considering all possible alternatives. Reviewing possible consequences and making a choice based rational thought.

Questions for Discussion/Formative Assessment:

Which method would work best to organize a surprise birthday party?

Which method would you apply to determine how to adapt play activities for children with special needs?

Which method would help you plan how to talk with a coworker who continually leaves messes from his or her shift for you to clean?

Which method would you use to test your ideas for an age-appropriate game?

How are decisions made if no strategy is used?

What benefits do these methods offer to the decision-maker?

- b. Work in cooperative groups to select a common problem that many individuals or families face. Use **FACT SHEET #3: SEARCH** and **ACTIVITY SHEET #1: SEARCH for Solutions** to work through the practical problem and propose a solution. Each group should make a presentation to the class describing the problem, desired outcome, possible solutions, and a plan for action.

Summative Assessments

Pencil and Paper

1. Select a book, cartoon or television program that presents a practical problem. Write a report identifying the problem, describing the characters involved and explaining how they chose to resolve the problem. Explain the options that were considered or attempted. Summarize the results or outcome. Do you agree with the way the story ended or would you have written a different ending? Explain. **(Competencies PS/C-1, PS/C-2)**
2. Keep a journal for a week to record practical problems that occur in your life. Categorize the problems into "Routine" and "Complicated" types. Describe how you resolve the two types of practical problems. **(Competency PS/C-3)**
3. Work in a collaborative group to write an article for the school or community newspaper describing the **SEARCH for Solutions** steps and how to apply the process to solving

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practical family problems. Include good communication techniques for discussing the problems and evaluating solutions. (Competencies PS/C-2, PS/C-3)

4. Write a script for a skit for a middle school-age audience demonstrating practical problem solving skills. The skit should define practical problems and illustrate strategies for solving them. The practical problem should be relevant to this age group. (Competencies PS/C-1, PS/C-3)

Classroom Experiences

1. Working as a class or in a couple of cooperative groups, develop a code of ethics or a code of conduct for teens and parents. Itemize the obligations teens have to their parents and parents to teens. Discuss possible policies or procedures for handling violations of this code. Develop a scoring guide in advance of this project to set the standards and expectations for the finished product. (Competency PS/C-3)

Application to Real Life Settings

1. Select two or three of the scripts from Paper and Pencil Assessment 4. Divide the class into groups. Rehearse the skit and perform for the class or another authentic audience. Prepare a scoring guide for the skit observers to assess the defined practical problem and ethics used in solving the problem. (Competencies PS/C-1, PS/C-2, and PS/C-3)

SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:	FACTS:	CONSIDERATIONS:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:	POSSIBLE CONSEQUENCES:	EXPECTED OUTCOME
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

- Relevance to the problem
- Ethical base (positive long-term effects on all involved)
- Ability to resolve the problem
- Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Definition of a Practical Problem

A practical problem may include one or more of the following characteristics:

- **Structured poorly**
(it is not a neat, clean, clear problem)
- **Involves conflicting values**
- **Involves taking action that will affect others**
- **Lacks vital information on first encounter**
- **Changes as more facts are obtained**
- **Carries consequences for self and others**
- **Appears “gray” --has no “right” answer**

Fact Sheet 2

Ethical Decisions Versus Core Beliefs

Although individuals value wants and needs differently, core beliefs are shared by everyone in a group or community. Ethical decisions that place you in a difficult position typically challenge one or more of the following 10 core beliefs:

1. **Caring** - treating people with concern and respect
2. **Honesty** - being truthful and not deceiving or distorting information
3. **Accountability** - accepting responsibility for decisions and consequences for actions
4. **Fairness** - being open-minded and nonbiased
5. **Loyalty** - being faithful and honest in dealings with others
6. **Integrity** - using independent judgment and avoiding conflicts of interest
7. **Pursuit of Excellence** - striving to achieve potential
8. **Respect for Others** - recognizing the rights of others to privacy; includes being courteous, prompt, and decent
- **Promise Keeping** - being reliable and following through to maintain expectations of performance
10. **Responsible Citizenship** - actions should be in accordance with society's values

SEARCH

<p>Sate the Practical Problem</p>	<p>A practical problem often is:</p> <ul style="list-style-type: none"> • Poorly structured (it is not a neat clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to changes with elaboration • Gray or may have no "right answer" 	<p>What is the problem?</p> <ul style="list-style-type: none"> • What are the various aspects of the problem that make the solution difficult to determine? • Who is involved in the problem? • Who is affected by any solution? • What is likely to happen if I do nothing? • What do I want the outcome to be?
<p>Examine the facts, values, and people involved</p>	<p>This can be considered the research phase where all facts are determined & the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision-making is important at this point.</p>	<ul style="list-style-type: none"> • What facts do I need? • Where is the information available? • Who can I turn to for guidance? • What values are in conflict?
<p>Analyze the options</p>	<p>This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important as well as the impact on self and others. Determine the trade-offs for each option.</p>	<ul style="list-style-type: none"> • What are my options? • What are the short-term results for each action? Long-term consequences for each? • How will each outcome affect me? • Affect others I care about?
<p>Review the options & select the best choice</p>	<p>The steps above are thinking steps. This is the first action step. Every option is an action - even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.</p>	<ul style="list-style-type: none"> • What option best reflects my values and solves the problem? • Which option(s) am I unable to live with? • Which option do I choose?
<p>Chart and start an action plan</p>	<p>With all the facts stated, rated, and weighted, all that remains is to take action. A solution must be planned and implemented. You have to decide what you are going to do and how you will do it.</p>	<ul style="list-style-type: none"> • Which skills do I need for the actions • What resources do I have? Need? • What barriers might prevent me from taking this action? • How do I organize my actions?
<p>Highlight the outcome</p>	<p>This evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.</p>	<ul style="list-style-type: none"> • Did this choice solve the problem? • Did this choice create additional problems? • Would you apply this choice again? • What did you learn from this?

Unit 4

Taking on a Leadership Role

Practical Problem:

How do I develop the knowledge and skills necessary to take on leadership roles?

Missouri Family and Consumer Sciences Competencies:

PS/D1. Define the roles of a responsible family member and citizen.

PS/D2. Demonstrate positive leadership skills.

PS/D3. Compare and contrast the duties of a responsible family member and citizen.

Enabling Objectives for Competency Mastery:

1. Analyze the meaning of responsibility for self and others.
2. Determine the characteristics of a leader.
3. Apply the meaning of responsibility to family and community.
4. Apply leadership skills to family, career, and community situations.

Teacher Background Information

Rationale

Leaders set examples and influence others. Leaders identify problems and take charge using problem-solving techniques. At times, leaders must spend some of their time being a follower. People will often change when the problem is different. Different people will have different ideas and knowledge. Leadership will often change as the situation changes. Leadership is no longer one person in charge.

Individuals are not born with leadership characteristics, but are shaped and inspired by their surroundings.

In today's business industry, corporations are providing leadership training for their executives. It is imperative that individuals work together as a team to solve problems.

Students need to identify positive leadership characteristics in order to improve their personal leadership skills.

Background

Leadership

Leadership is a hot topic in today's society. A simple Internet search on the term "leadership" will return over 8,600,000 results. Individuals, businesses, schools, government agencies, and others spend millions of dollars each year to promote leadership development and learn specific leadership skills. From legendary political, religious, and business leaders to classroom students and community members, everyone needs leadership skills. Leadership makes it possible for individuals and groups to make a difference in their families, careers, and communities.

According to the Family, Career and Community Leaders of America career and technical student organization, leadership is needed in all realms of life. "Families need people who can set goals, make decisions, manage resources, and make choices that reflect their personal priorities. Success in careers requires integrity, persistence, and teamwork. Communities need citizens and leaders who can express their concerns, make plans, and take action to make a difference." (FCCLA, 1999)

Dynamic leaders are those that have strengthened their leadership skills and have a vision for leadership. They care about what they are doing and about the people with whom they work. They continually work to improve their leadership skills by focusing on the development of good character, problem solving skills, positive relationships, conflict management strategies, team building, and peer education. Family and consumer sciences education programs are in a unique position to address all of these areas of leadership development -- through classroom activities and through the local chapters of Family, Career and Community Leaders of America.

All students have leadership potential and should understand the importance of leadership in accomplishing the work of the family and society. Providing direction for students to explore leadership qualities presents opportunities for personal growth and development. Utilizing shared leadership in classroom situations may encourage students to seek additional leadership roles within and outside of the family and consumer sciences classroom. Leadership skills will assist students as they apply the critical thinking and problem solving strategies learned through this course. Instead of merely setting goals, they will apply the skills learned to take emancipative action. Refer to **FACT SHEET #1: Qualities of a Good Leader** for more information.

Parliamentary Procedure

According to the *FCCLA Chapter Handbook (2002)*, "Parliamentary procedure provides an orderly system for accomplishing chapter business while protecting the rights of members. It can be defined as:

1. the right of the minority;
2. the rule of the majority;

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3. partiality to none."

Whether a chapter uses a formal parliamentary procedure, conducts meetings more informally or both, officers should be familiar with their chapter's bylaws and the most commonly used parliamentary terms and procedures. Knowing such procedures can help even an informal meeting run more smoothly and will also give members practice in a skill useful to them in the future (*FCCLA Chapter Handbook, 2002*).

TEACHER NOTE: Appendix A in this document, *Implementing the National Family and Consumer Sciences Standards Through FCCLA*, provides information to assist family and consumer sciences teachers in teaching and assessing process skills and content by cross-referencing FCCLA programs and projects with the National Standards for Family and Consumer Sciences.

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<http://www.dese.state.mo.us/divvoted/fcla.htm>

Teen Power. A series of motivational books. <http://www.teenpower.com>

Instructional Strategies

1. Explore the meaning of responsibility for self and others. (Competency PS/D-1)

- a. Create one graphic organizer for "family member" and one for "citizen." Identify the leadership qualities and personal characteristics that define each phrase. Share and discuss your graphic organizer with a classmate.

Questions for Discussion/Formative Assessment:

Which qualities and characteristics appear on both graphic organizers?

Which qualities and characteristics are unique?

Do you think some people are born with these qualities and characteristics or do people develop them? Explain.

- b. People choose to join or participate in many different types of groups or organizations. Work individually to name as many different groups or organizations as you can. Share your list with your class to compile a complete list.

Questions for Discussion/Formative Assessment:

What motives a person to participate in a group?

What motivates a person NOT to participate in a group?

- c. Form a team. Draw Maslow's Hierarchy of Needs and discuss how his theory relates to belonging to a family and belonging to another type of group. Summarize your team's findings in an oral report to the class.

Questions for Discussion/Formative Assessment:

What does the group provide to the individual? What does the individual provide for the group?

What might happen if no one ever chose to participate in a group or organization?

What can cause people to leave a group?

Compare the workplace or school setting to a group or organization a person might choose to join.

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2. Determine the characteristics of a leader. (Competency PS/D-1, PS/D-2)

- a. Review **FACT SHEET #1: Qualities of a Good Leader**. Working in small groups, discuss famous business or political leaders who have been positive or not-so-positive as leader role models (e.g., Adolf Hitler, Napoleon, Bill Gates, or Sam Walton). Chart your information and share with the class.

Questions for Discussion/Formative Assessment:

Describe the qualities that make a good leader and a poor leader.

Can a person demonstrate good leadership skills to accomplish bad goals? Explain.

- b. Discuss manipulation by leaders and peer pressure to conform to a group. Write your own list of groups to which you belong. Under the name of each group, write a brief paragraph or itemized list of the benefits you receive from belonging to this group and the benefits you provide to others.

Questions for Discussion/Formative Assessment:

Do you feel you are an equal member of each group? Do you receive as much as you give? Are you giving more than you receive?

Do the goals of the groups you belong to match your personal values? Explain.

Do you think you will always be a member of these groups, or will you leave some of the groups behind as time passes? Explain.

- c. **FCCLA Activity**. Provide new members with an overview of your chapter's past accomplishments and plans for the future. Design a form for members to complete that lists the committees and projects used in your Chapter or use **ACTIVITY SHEET #1: My Personal Thoughts on Leadership**. Ask each chapter member to complete the form. Chapter officers can use this information to set up committees and involve each member in a project or activity.

3. Apply the meaning of responsibility to family and community. (Competencies PS/D-2, PS/D-3)

- a. Consider the success of an orchestra performing for an audience if the conductor chooses to lead during part of the musical score, then sits down without warning to let the musicians work out some of the sections among themselves. When the conductor decides to lead again, three coronet players choose to stop playing. They each think that since there are seven coronets in their section no one will notice if they take a break. Meanwhile, four other musicians in the orchestra, who never liked the song the conductor selected for this performance, begin playing four different pieces of music each thought should have chosen. Answer the following questions as a group.

Questions for Discussion/Formative Assessment:

Is this orchestra likely to be successful? Explain "successful."

Is it likely that the orchestra members are committed to the success of the group?

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How do the individual actions of the orchestra members compare to members of society working together for the good of the community?

What is likely to happen if everyone in the community behaved as the orchestra members did during their performance? Give some examples.

Are the individual members of the orchestra bad people? Explain.

- b. Near the end of the story in the *Wizard of Oz*, Dorothy is facing the image of the Wizard. She is frightened of the power of the Wizard as she tries to explain how she and her friends reached the Wizard's castle. While she is talking to the image, Toto pulls back the curtain to reveal the man behind the control panel. When Dorothy notices him, and realizes the Wizard is an ordinary man, she confronts him and calls him a bad man for using (manipulating) her and her friends to kill the wicked witch before he would grant their wishes. He responds, "I'm not a bad man. I'm just a bad Wizard." With this story in mind, answer the following questions including examples from your school. Write an article for your school newspaper about the meaning of being responsible students in your school.

Questions for Discussion/Formative Assessment:

Can you think of a situation where the members of a group behaved in a bad way, even though the individual members of the group may not be bad people? Explain. What can individuals do as group members to prevent this from happening?

What should you do if you discover someone behind the control panel trying to manipulate you?

- 4. Apply leadership skills to family, career, and community situations. (Competency PS/D-2)
 - a. A motion is the formal statement of a proposal or question to an organization, such as a FCCLA chapter meeting, for consideration and action. Read **FACT SHEET #2: Presentation of a Motion** to follow the series of definite steps involved in making a motion. Pair up with a classmate to practice making motions.

Summative Assessments

Pencil and Paper

- 1. Complete **ACTIVITY SHEET #2: What Is a Leader?** Write a narrative describing the leadership characteristics others might say you possess. Describe experiences you have had as a leader where you demonstrated these characteristics. Identify which characteristics you want to develop? Work on developing these characteristics for a period of time (no less than 3 months). Write a report that summarizes your accomplishments during this time period. (Competencies PS/D-1, PS/D-2)

Exploring Process Skills

TEACHER NOTE:

Answer Key for ACTIVITY SHEET : #2: What is a Leader?:

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. E | 2. O | 3. B | 4. F | 5. R |
| 6. S | 7. I | 8. Q | 9. J | 10. H |
| 11. C | 12. M | 13. N | 14. K | 15. L |
| 16. T | 17. P | 18. G | 19. D | 20. A |

2. **FCCLA Activity.** Using basic parliamentary procedures, organize and complete a class FCCLA service project. Use information from the project to develop a *STAR Events* project. (Competency PS/D-2)

Classroom Experiences

1. **FCCLA Activity.** Using FCCLA publications, *Teen Power* books, or other publications on leadership development, choose a chapter or unit to read and review. As an individual or as a team, present your findings to the class for discussion. Relate the discussion to classroom activities and FCCLA projects. Discuss the application of the leadership skill to family, career, and community situations. (Competency PS/D-2)

Application to Real Life Settings

1. Sit in on a city council or other public hearing or open forum in your local community. Identify the important issues being considered by the committee members or board members. Following the meeting, interview some of the committee members and write a report. Describe the problem facing the group, experience of the members you interview, and their leadership characteristics. Compare and contrast the characteristics of the group members to their involvement in the meeting. What would you do differently if you were running the meeting? Write an article or editorial for your school paper that documents your findings. (Competency PS/D-3)

My Personal Thoughts on Leadership

Some think leaders are born. Others believe leaders are made--by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

My definition of leadership is:

I think the three most important leadership skills are:

1. _____
2. _____
3. _____

The three leaders I most admire are: (Next to each name, list two traits you particularly admire.)

- | | |
|----------|---------------|
| 1. _____ | Traits: _____ |
| 2. _____ | Traits: _____ |
| 3. _____ | Traits: _____ |

Name 4 chapter members you would select to organize a parent/member banquet:

1. _____
2. _____
3. _____
4. _____

Name 2 members you would ask to organize play day for physically challenged children:

1. _____
2. _____

Name two members you would call on to head a member recruitment drive:

1. _____
2. _____

Name the person you would ask to introduce a skit at a senior citizens' party:

Are the names the same?

Probably not. Chapter members have varied talents and skills but may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

What Is a Leader?

A leader is someone who guides or directs others in making decisions and taking action. Effective leaders use a combination of characteristics that enable them to do this.

Directions: Match the characteristics of leadership on the left with its definition on the right.

- | | | |
|---|---------|----------------|
| 1. Works well with all types of people | _____A. | appreciative |
| 2. Plans carefully and manages resources | _____B. | clear |
| 3. Communicates effectively | _____C. | confident |
| 4. Thinks of new ideas | _____D. | considerate |
| 5. Completes individual duties | _____E. | cooperative |
| 6. Sees the funny side of things | _____F. | creative |
| 7. Doesn't take sides among groups | _____G. | dedicated |
| 8. Looks toward success | _____H. | enthusiastic |
| 9. Adapts plans when change is needed | _____I. | fair |
| 10. Shows genuine interest in the group | _____J. | flexible |
| 11. Seems sure of one's own potential | _____K. | helpful |
| 12. Admits mistakes; accepts praise and criticism | _____L. | honest |
| 13. Takes pride in personal grooming and quality of work | _____M. | humble |
| 14. Assists others in developing their potential | _____N. | neat |
| 15. Can be trusted not to lie, cheat, or steal | _____O. | organized |
| 16. Accepts differences among individuals | _____P. | polite |
| 17. Uses good manners | _____Q. | positive |
| 18. Shows a sincere desire to serve to one's best ability | _____R. | responsible |
| 19. Shows sensitivity to the needs of others | _____S. | sense of humor |
| 20. Recognizes a job well done | _____T. | tolerant |

Reprinted from The Official Handbook of North Carolina Future Homemakers of America
FHA/HERO Chapters. *Learn, Live, Lead.* 1994.

Qualities of a Good Leader

1. Give service and time to the group. They take pride in being a part of community service programs.
2. Build leadership skills in others by giving recognition to other members. Giving credit where credit is due.
3. They listen to the ideas, problems, and concerns of others. A leader can accept positive and negative criticism. Good interpersonal skills are essential for leadership.
4. To be a leader, you must first be a manager. Leaders organize activities, projects, and tasks of the group. They are problem-solvers and direct decision-making within the group.
5. Leaders inspire others to participate and achieve. Leaders encourage other members to strive for excellence.
6. A good leader should be an active learner. They are constantly striving for self-improvement and new knowledge. The best leaders are strategic thinkers.
7. Leaders are optimistic, enthusiastic, and cheerful. All good leaders have clear long-term visions.
8. Leaders have integrity. They set good examples and inspire others.
9. Leaders are dependable, reliable, and have perseverance. People respect them for being punctual and honoring their commitments. Leaders take responsibility for their actions and decisions.
10. Leaders remove themselves from their comfort zone and take reasonable risks.
11. Leaders have a high self-concept and treat themselves with respect. They take care of their physical, mental, and social needs.

Fact Sheet 2

Presentation of a Motion

A motion is the formal statement of a proposal or question to an organization for consideration and action. A MAIN motion brings a subject to the group for consideration. Properly presented and considered, a main motion goes through a series of definite steps as follows:

1. A member rises and addresses the Chair.	"Mr. Chairman" or "Madam Chairperson"
2. Chairman recognizes the member.	"Mr. Jones" or "Miss Smith"
3. The member states his/her motion.	" I <u>move that</u> our chapter participate in the tree planting community project."
4. Another member seconds the motion.	"I second the motion."
5. Chairman states motion to assembly and calls for any discussion.	
6. "It is moved and seconded that we landscape our new laboratory and classroom building."	"Is there any discussion?"
7. After discussion is complete, the chairman asks the assembly if they are ready for the question (ready to vote). If they are, he restates the question and calls for a vote.	"Are you ready for the question? It is moved and seconded that we participate in the tree planting community project. All in favor say 'aye.' Opposed 'no.' "
8. The chairman then announces the result of the vote.	"The 'ayes' have it and the motion is carried."

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Unit 1 Overview

Practical Problem:

How are character traits used to build personal growth?

Missouri Family and Consumer Sciences Competencies:

- B1. Analyze personal characteristics.
- B2. Demonstrate positive character traits.
- B3. Investigate areas for personal growth.

Enabling Objectives for Competency Mastery:

- 1. Define self-concept.
- 2. Assess positive character traits.
- 3. Research personal growth areas for development.
- 4. Identify factors, which influence one's self-concept.

Teacher Background Information

Rationale

Parents' greatest hope is that their children grow up to be successful, kind, caring adults. Teachers want to educate respectful and motivated students. Employees want to hire honest and productive workers. We all want to live in a society composed of people with good character.

The growing national movement for character education champions the belief that the social, ethical, and emotional development of young people is as important as their academic development. Schools are a natural partner in helping families teach good character traits to their children by emphasizing core virtues such as: respect, responsibility, courage, gratitude, self-discipline, kindness, honesty, cooperation, citizenship, perseverance, forgiveness, and fairness.

Understanding self and establishing a positive self-concept is very important step in one's own personal development and well being toward building strong character traits. An adolescent's self-concept will influence their actions and success within the family, school, work, or community (Dekovic & Meeus, 1997; Lau & Lau, 1996; Purkey, 2000).

Background

Self-concept

There are a variety of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Although this module will center on self-concept, both are defined here because they are so similar as to be interchangeable. *Self-esteem* generally refers to how a person feels about himself or how a person values herself. Branden (1992) defines *self-esteem* as "the disposition to experience oneself as competent to cope with the challenges of life and as deserving of happiness."

Self-concept refers to a person's perception or image of herself or what a person **thinks** about himself. There are an infinite number of ways in which these perceptions are based. One may hold a general, overall self-concept, as well as more specific concept perceptions related to subject matter areas (e.g., self-concept related to math), social, academic, or physical dimensions (Coleman & Hendry, 1999).

The physical aspect of self-concept relates to that which is concrete: what one looks like, e.g., sex, height, weight, etc.; what kind of clothes the person wears; what kind of car the person drives; what kind of home the person lives in; and so forth. Academic self-concept relates to how well a person does in school or how well they learn. There are two levels: a general academic self-concept of how good one is overall and a set of specific content-related self-concepts that describe how good one is in math, science, language arts, social science, etc. The social self-concept describes how one relates to other people.

Self-concept may be described through personality traits and abilities (Ryder & Harter, 2000). Family, parents, peers, teachers, or other significant individuals influence an adolescent's self-concept. Self-concept is influenced by the messages or feedback received from others and their behaviors related to interacting with the adolescent (Liddell & Gentzler, 1999).

How people feel about themselves -- their self-concepts -- affects all areas of their lives. There are two main reasons why self-concept has such an impact on all areas of life: (1) people act consistently with their beliefs and feelings about themselves. If a person believes something is true, that belief affects his or actions just as though it were actually true, and (2) people's perceptions of the world around them are filtered through their feelings about themselves. A person's beliefs about himself or herself act as a screen that may distort how events are viewed.

Self-concept is addressed here because it is one of the more powerful characteristic traits of human needs. It is a basic human need that makes an essential contribution to the life process. It is indispensable to normal and healthy development. It has survival value. People who have high self-concept, who believe in themselves and their future, who feel competent and loved are more prepared to handle the challenges in the world today. People who feel good about themselves produce positive results in their lives.

Adolescents' self-talk, or internal dialogue, can impact their success (Purkey, 2000). When self-talk is negative, it can be detrimental to well-being. Positive self-talk can further enhance one's self-concept and life successes.

Character Traits

Character traits must also be examined as part of one's self-concept. Character has increasingly become an important educational concept within home, school, and community settings (Berger, E., 1999; Sizer & Sizer, 1999). Various studies in recent years make clear that our nation worries about the character traits of our citizens and that we consider issues related to societal values and morals to be our top priority. Character focuses on conduct or actions taken (Wayne & Ryan, 1993). *Character* can be defined as a sense of right and wrong that guides one's behavior (Ryder & Harter, 2000, p. 30).

Teaching positive character traits fosters the following positive concepts:

- Core ethical values - teach students to understand, care about, and act upon these core values. Character must include thinking, feeling and behavior, and to offer multiple opportunities for students to learn about, discuss, and enact pro-social behaviors.
- Caring school community - fosters a caring environment made out of compassionate adults and young people who model and promote positive character traits. To develop character, students learn best by doing and need consistent opportunities to apply values in everyday interactions.
- Academic achievement- supports academic achievement by providing a nurturing environment for students to feel competent and confident, while also challenging students to utilize character traits such as responsibility, perseverance, and courage.
- Intrinsic motivation - needs to ensure that positive character development grows out of a student's intrinsic motivation to know the good, love the good, and do the good, rather than extrinsic consequences such as rewards or punishment.

The Josephson Institute of Ethics (2000) identifies six character traits or "Pillars of Character:"

- Trustworthiness: including honesty, integrity, reliability, and loyalty
- Respect: including the precepts of "The Golden Rule", tolerance, and courtesy
- Responsibility: including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control
- Fairness: including justice, consequences of bad behavior, principles of consideration, generosity, and charity; and,
- Caring: be kind, be compassionate and show you care. Express gratitude, forgive others, and help people in need
- Citizenship: including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness.

This Institute in 1992 and 1998 conducted surveys of high school and college students. The findings were disconcerting: cheating, lying, stealing, and drunken driving were commonplace. Based on the results of this survey plus others, they determined that their task was: to share

ideas about character development. Chief among the ways was developing consensus on the ethical values that could be taught at home, in the classroom, and at the office. This resulted in the "Six Pillars of Character."

Personal Growth

Understanding the "Six Pillars of Character," as it relates to an individual, will be a stepping-stone to investigating areas for personal growth. Perhaps the most important realization that an individual can make in the quest for personal growth is that there is no single formula that defines the path to personal success. We all have different goals and priorities, which means that different activities and attitudes will make us feel good about ourselves. We also have different natural strengths and weaknesses that are a part of our inherent personality type. What then can we do, as individuals, to investigate areas for our personal growth? Some steps to follow are to:

- Understand what is important to us - We all have important role models and influencers in our lives who may have basic values that are quite different from our own. If this is the case, it's important to recognize that the discrepancy between what we have been taught is truly important and what we personally believe to be truly important is due to a difference in perspective. If we spend our time and effort trying to meet somebody else's idea of success, and ignore or belittle any conflicting messages from our own psyche, then we will find ourselves exhausted and unhappy. Realizing what is truly important to us is a major step towards achieving personal success.
- Recognize your weaknesses without hiding behind them - We should recognize the weaknesses in our personality type, but we must use that knowledge to conquer those weaknesses rather than to excuse poor behavior. We cannot be responsible for other people's behavior, but we can control our own. So determine the weaknesses and set up a plan to improve on them, thus improving our personal growth.
- Strive for balance - Most of the weaknesses associated with any given personality type are a result of that type's dominant function overtaking the personality to the extent that the other functions become slaves to the dominant function. Although it is natural for every personality to be ruled by its dominant function, it becomes a problem when the supporting functions are not allowed to develop fully on their own because they are too busy "serving the master." In such cases, a personality can become quite imbalanced. Therefore, individuals must recognize this imbalance and work toward equality between the two.

By knowing what is important to an individual, recognizing weaknesses and strengths, and striving for a balance between the two, a person will be able to make choices that help he/she grow in a positive way toward reaching personal goals.

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Videos

- Enhancing Self-Esteem*. Available from the Career and Technical Education Resources Center. #FCS V3. Grades 6-9.
- Knowing Yourself - The Secret of Self-Esteem*. Available from the Career and Technical Education Resources Center. # FCS V141, 1996. Grades 7-12, 28 min.

Power of Choice - Self-Esteem. Available from the Career and Technical Education Resources Center. # VCS V54. 1988. Grades 9-12, 30 min.

The Problem With People Pleasing - Improving Relationship Skills. Available from the Career and Technical Education Resources Center. # FCS V106. 1994. 21 min.

Websites

Character Education Network. <http://www.charactered.net/main/home.asp>

Family, Career and Community Leaders of America, Inc. (FCCLA). <http://www.fcclainc.org/>

Josephson Institute of Ethics. The Six Pillars of Character, 2000. <http://www.charactercounts.org>

Teen Power. A Series of Motivational Books. <http://www.teenpower.com>

Instructional Strategies

1. Define self-concept. (Competency B1)

- a. Draw symbols and/or write words to create a representation of your own self-concept. Share your portraits in small groups.

TEACHER NOTE: Provide a definition of self-concept to students, such as, "Self-concept is the image you have of yourself."

- b. In large or small groups, complete a concept analysis of *self-concept*. List characteristics and examples of a positive self-concept. List characteristics and give examples of a negative self-concept. Think about instances you have observed or experienced regarding a person's self-concept (yours or others). Share your lists as a class.
- c. Based on your findings in the previous activity, complete **ACTIVITY SHEET #1: Defining Self-Concept**. After completing this activity, rethink your definition of self-concept with the previous group. What changes, if any, did you make in your definition based on this activity? Share your findings with the other groups.

Questions for Discussion/Formative Assessment:

Why should you be concerned about your self-concept?

What affect does your self-concept have on you? Your family? Your friends? Your classmates?

How do you have control over your self-concept?

- d. Read **FACT SHEET 1: Self-Talk: Internal Dialogue**. Develop additional examples of positive and negative self-talk messages.

- e. Watch a short segment of a movie which focuses on an adolescent's self-concept, such as "October Sky" (1999) or "Forrest Gump" (1994). List and describe the characteristics of the adolescent's self-concept in the film(s) with your class.

Questions for Discussion/Formative Assessment:

What is self-concept?

How might one's self-concept vary across different contexts (school, family, work, community) or situations?

Why is important to have a positive self-concept? How can a negative self-concept inhibit personal growth and development?

2. Assess positive character traits. (Competency B2)

- a. Read **FACT SHEET 2: Six Pillars of Character**. Evaluate your character traits by completing only Part I of **ACTIVITY SHEET #2: Character Traits Inventory**. Place a check mark next to the areas that need improvement. Use a **red pen** to circle character trait areas of **strength**. Use a **blue pen** to circle character trait areas that can be **improved immediately**. Use a **black pen** to circle character trait areas that will be **improved over a longer period** of time. Pair up with another student to compare your results. Remember to fill out **ONLY the top part** of the scoring guide. Part II and Part III of this activity will be completed in Content Module 1 Unit 2. Select some of the traits and develop scenarios in which these character traits might be applied.
- b. Draw an outline of a person. Within the outline, label character traits. For example the word "caring" might be written over the heart.
- c. Develop an analogy of *character*. As a large group, brainstorm a list of living persons. Select one person and further describe characteristics of that person. Think about what it feels like to actually be that person and record your responses. Using ideas/words from the lists, write an analogy of character: "Character is like"

TEACHER NOTE: This activity is based upon the synectics teaching strategy. To further develop this strategy see *Models of Teaching* (Joyce & Weil 2000) or *Instruction: A Models Approach* (Gunder, Estes, & Schwab, 1999).

- d. Read **FACT SHEET 3: Inspiring Quotations**. Develop your own inspiring quotation, which represents the concept of *character* and/or describes your own character.
- e. Identify problems/issues in which "right and wrong" answers may need to be decided or answers are unclear. Discuss how **FACT SHEET #2: The Six Pillars of Character** might be applied in making these decisions.

Questions for Discussion/Formative Assessment:

What is character?

How does character relate to self-concept?

When/how should character traits be applied in one's life?

How is a person's character reflected through his or her beliefs and actions?

3. Research personal growth areas for development. (Competency B3)

- a. Select magazine pictures or personal photos, which illustrate your personal changes related to emotional, social, intellectual, and physical development. Write a paragraph describing these changes and develop hypotheses for areas of growth/development in the future.
- b. **FCCLA Activity.** Using "A Better You" from *Power of One*, develop an individual plan for personal growth.

Questions for Discussion/Formative Assessment:

What areas are important for personal development and growth for children, teenagers, or adults?

What are indicators or signs of personal growth? Lack of growth?

What influences personal growth positively? Inhibits or prevents personal growth?

4. Identify factors, which influence self-concept. (Competency B3)

- a. **List/Group/Label:** Brainstorm a list of factors, which influence a person's self-concept. Record each idea on slips of paper or sticky notes. Sort the slips of paper into groups of related ideas. Develop a label or title for each group or related ideas. Record the information on a chart or attach to a larger piece of paper. Based on this chart, develop 3-5 conclusions about self-concept.

TEACHER NOTE: Either pair or divide students into groups for the above activity. This activity is based upon the Taba's inductive teaching strategy. To further develop this strategy see *Models of Teaching* (Joyce & Weil 2000) or *Instruction: A Model Approach* (Gunder, Estes, & Schwab, 1999).

- b. Interview parents or other significant persons with regard to factors that have influenced your self-concept. Summarize your findings in writing.

Summative Assessments

Pencil and Paper

1. Before starting the previous unit instructional strategies, write a brief paragraph about how you view self-concept. After engaging in the instructional strategies, write a second

paragraph about self-concept. Discuss the similarities and differences between your ideas in the two paragraphs with another student. (Competency B1)

2. Create a "spider-map" diagram of self-concept characteristics and factors influencing self-concept. (Competencies B1, B2)

TEACHER NOTE: Spider maps and other graphic organizers are described in Section 4: "Program Implementation" in the *Implementation Handbook for Family and Consumer Sciences* or in *Alternative Assessment: A Family & Consumer Science Teacher's Tool Kit*, p. 67.

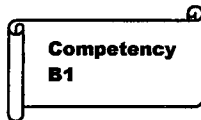
3. Write a song or short story about developing a positive self-concept and factors that support a positive self-concept. (Competency B2)

Classroom Experiences

1. **FCCLA Activity.** Read one of the chapters out of a leadership book, e.g., the *Teen Power* book series, *Seven Habits of Highly Effective Teens* by Sean Covey, or the *Teenager's Guide to the Real World* by Marshall Brain. Discuss how this chapter can contribute to personal growth and leadership development. Brainstorm FCCLA activities that might address this leadership topic. (Competency B3)
2. **FCCLA Activity.** As a class, work together to develop and implement a classroom plan for personal growth. For example, develop a plan to increase communication among classmates within the class or develop a service project for the school or community. Refer to **FACT SHEET #4: FCCLA Planning Process** to guide you in this planning process. Adapt the rating sheet for the "Interpersonal Communication" *STAR Event* to assist in scoring this project. (Competency B2)
3. As a class, identify character traits you wish to support in the classroom. Identify behaviors or actions that will support these traits. Develop a checklist of these traits and behaviors. Develop a short-term plan for using this checklist to improve the personal growth of the class. (Competency B3)

Application to Real Life Settings

1. Invite school counselors and community leaders who work with troubled youth to your classroom to discuss what part self-concept and positive character traits play as they work with their clientele. Ask these professionals to outline what short-term and long-term improvements they use to help their clients' personal growth. Based on this information, prepare a bulletin board display in your school telling about the importance of self-concept and positive character traits. (Competencies B1, B2, B3)

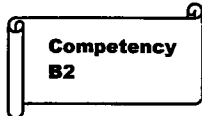


Defining Self-Concept

Directions: Check any of the statements you believe help define what self-concept means to you.

For me, self-concept means:

- Confidence in my ability to deal with challenging situations, despite failures and setbacks.
- Believing in myself and my self-worth.
- Being physically healthy and happy.
- The ability to see my place in the world realistically and optimistically.
- Genuinely enjoy myself and participate in a wide variety of activities.
- A capacity for understanding my character weaknesses and working toward self-improvement of specific weaknesses.
- Assume an active and constructive role in social groups.
- A healthy admiration of my abilities and accomplishments.
- Willing and eager to express myself as an equal.
- A belief in what I can do. A positive outlook and confidence to try something new.
- Get involved with others: be sensitive to the needs of others.
- The ability to assess and apply my skills in a positive and optimistic manner.
- Be flexible and adaptable in changing situations.
- Understanding that I am of value to myself and others, regardless of the situation.
- Admit mistakes and handle them responsibly.
- A love of self, regardless of any specific performance.
- Have a positive outlook; be happy, energetic, and enthusiastic; enjoy life.
- Accepting who I am; having the courage and strength to design my life the way I want it to be.
- Being capable of acting in my own best judgment.
- Believe strongly in my principles and values.
- Resist efforts of peers to dominate or control me.
- Listen well to other's needs, thoughts, and feelings.



Character Traits Inventory

Directions: The following questions are related to character traits that help us to get along with others. Check the column at the right you believe answers the question. Use this inventory to assess your character traits at this point in time. Use the results to determine and target areas for personal growth in the future. Be honest with yourself. Keep these results to be used in later activities.

Character Trait	No	Sometimes	Usually	Yes
Do you listen accurately?				
Do you have self-control and control your temper?				
Do you refrain from arguing with those who disagree with you?				
Do you have a sense of humor?				
Are you tactful with others				
Are you dependable?				
Do you respect other people's race, gender, and interests?				
Do you behave ethically?				
Do you work well with other team members?				
Do you keep your schoolwork and other workspace organized?				
Do you set goals and evaluate your achievements?				
Do you participate actively in school activities?				
Are you flexible and willing to make changes?				
Do you think of creative ways to get a difficult job done?				
Do you apologize for mistakes you make?				
Do you ask for help when you need it?				
Do you know and use telephone etiquette?				
Can you locate and use necessary reference materials?				
Are you able to obtain information you need from other people?				
Do you use correct grammar and punctuation?				
Are you able to perform basic mathematical calculations?				

Activity Sheet 2 (cont.)

Character Trait	No	Sometimes	Usually	Yes
Are you able to talk with people you don't know?				
Could you speak before a group confidently and surely?				
Do you dress appropriately?				
Are you well groomed (clean, combed, etc.)?				
Do you know and practice proper social etiquette?				
Do you help others to be successful?				
Are you punctual?				
Do you meet deadlines?				
Are you generally enthusiastic about things you do?				
Are you willing to work hard?				
Are you willing to take on new challenges?				
Do you respond well to negative feedback and criticism?				
Can you write clearly and effectively?				
Can you help others solve conflicts?				
Do you find it easy to resolve most of your own conflicts?				
Are you able to motivate others to follow your instructions?				
Do you always give others credit when they help you?				
Are you able to take the initiative to begin a job?				
Do you persevere to the completion of a job?				
Do you develop your leadership skills?				

Activity Sheet 2 (cont.)

**Scoring Guide
Character Traits Inventory**

Assessed Activity	Points Possible	Points Earned
PART I: Assess		
Completed Character Traits Inventory	5 points	
Identified areas of positive character traits	6 points	
Identified three areas for immediate improvement	6 points	
Identified three areas for long-range improvement	6 points	
<i>(NOTE: Stop here and add the score. The items below will be assessed later in the next unit.)</i>		
SUBTOTAL SCORE		
PART II: SHORT-TERM GOALS		
Recorded goals for short-term improvement	5 points	
Identified steps toward immediate improvement	3 points	
Included target date for reassessment	3 points	
SUBTOTAL SCORE		
PART III: LONG-RANGE PLAN		
Identifies areas needing improvement	6 points	
Develops sequential steps for improvement	6 points	
Designates a method to assess improvement	3 points	
Sets a time line to assess improvement	3 points	
Includes a rationale for improving interpersonal skills	10 points	
SUBTOTAL SCORE		
TOTAL SCORE		

Fact Sheet 1

Self-Talk: Internal Dialogue

Self-talk is the internal dialogue or conversation we say to ourselves. Listed below are examples of negative and positive self-talk statements.

Negative Internal Dialogue

"I can never remember a thing."
"I'm so clumsy."
"I don't think I can do it."
"The teacher doesn't like me."
"I'm a failure."
"My clothes are not as nice as my classmates."
"I have a hard time learning things."
"I've never been any good at math."
"I'm always so lonely."
"I feel so stupid."
"I'm ugly."
"I don't know how to make friends."
"I'm not good at taking tests."
"I'm always left out."
"Everyone is looking at me."
"I'm inferior to other people."

Positive Internal Dialogue

"I like that way I look."
"I would find that difficult."
"I have a good memory."
"I work well in groups."
"I'm not very good at some things."
"I have lots of friends."
"My feelings are important."
"The teacher likes me."
"I'm a pretty good athlete."
"I like to volunteer for things."
"I can speak in front of the class."
"I make time for what I want to do."
"I can do lots of things."
"I'm smart in school."
"I like the way I'm dressed."
"I enjoy challenges."

Source: Purkey, W. W. *What Students Say to Themselves: Internal Dialogue and School Success* (p. 9-10). Thousand Oaks, CA: Corwin, 2000.

Fact Sheet 2

THE SIX PILLARS OF CHARACTER

trustworthiness Be honest
Don't deceive, cheat or steal
Be reliable; do what you say you will do
Have the courage to do the right thing
Build a good reputation
Be loyal; stand by your family, friends and country

respect Treat others with respect; follow the Golden Rule
Be tolerant of differences
Use good manners, not bad language
Be considerate of the feelings of others
Don't threaten, hit or hurt anyone
Deal peacefully with anger, insults and disagreements

responsibility Do what you are supposed to do
Persevere; keep on trying!
Always do your best
Use self-control
Be self-disciplined
Think before you act; consider the consequences
Be accountable for your choices

fairness Play by the rules
Take turns and share
Be open-minded; listen to others
Don't take advantage of others
Don't blame others carelessly

caring Be kind
Be compassionate and show you care
Express gratitude
Forgive others
Help people in need

citizenship Cooperate
Stay informed; vote
Be a good neighbor
Obey laws and rules
Respect authority
Protect the environment

Source: Josephson Institute of Ethics. *The Six Pillars of Character*. 2000. <http://www.charactercounts.org>

Fact Sheet 3

Inspiring Quotations

Finish each day and be done with it . . . you have done what you could; some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day; you shall begin it well and serenely.

-Ralph Waldo Emerson (p. 212)

If you think you can, or you think you can't, you're probably right.

-Mark Twain (p. 213)

It's no exaggeration to say that a strong positive self-image is the best possible preparation for success in life.

-Dr. Joyce Brothers (p. 230)

Character is the foundation stone upon which one must build to win respect. Just as no worthy building can be erected on a weak foundation, so no lasting reputation worthy of respect can be built on a weak character. Without character, all effort to attain dignity is superficial and results are sure to be disappointing.

-R.C. Samsel (p. 214)

Strong convictions precede great actions.

-Author Unknown (p. 220)

There is no elevator to success; you have to take one step at a time.

-Author Unknown (p. 225)

Be careful of your thoughts, for your thoughts become words.

Be careful of you words, for your words become actions.

Be careful of your actions, for your actions become habits.

Be careful of your habits, for your habits become your character.

Be careful of your character, for your character becomes your destiny.

-Author Unknown (pg. 234)

If you play it safe in life, you've decided that you don't want to grow anymore.

-Shirley Hufstedler (p. 234)

Source: Manske, Jr., F.A. *Secrets of Effective Leadership: A Practical Guide to Success* (p.209- 234). Columbia, TN: Leadership Education and Development, Inc.. 1999.

FCCLA Planning Process Overview

Identify Concerns



- **brainstorm concerns**
- **evaluate listed concerns**
- **narrow to one workable idea or concern**

Set a Goal



- **get a clear mental picture of what you want to accomplish**
- **write it down**
- **evaluate it**

Form a Plan



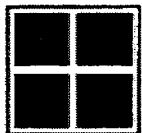
- **plan how to achieve goal**
- **decide who, what, where, when, why and how**

Act



- **carry out project**
- **decide who, what, where, when, why and how**

Follow Up



- **evaluate project**
- **thank people involved**
- **recognize participants**

Unit 2 Overview

Practical Problem:

What actions can be taken to develop self-concept?

Missouri Family and Consumer Sciences Competencies:

- B4. Differentiate between needs and wants.
- B5. Evaluate personal goals.
- B6. Practice decision-making.
- B7. Apply leadership skills.
- B8. Utilize FCCLA programs to promote personal growth and leadership development.

Enabling Objectives for Competency Mastery:

- 1. Identify needs and wants.
- 2. Determine personal development goals.
- 3. Apply components of the decision-making process.
- 4. Evaluate characteristics of leadership.
- 5. Apply the SEARCH process.
- 6. Explore FCCLA projects.

Teacher Background Information

Rationale

Adolescents can take actions to develop their self-concept. Appropriate actions may be determined by identifying needs and wants, values, goals, and standards. Once these concepts are identified, an individual can engage in the decision-making process to promote areas of personal growth and leadership development. One area of personal growth and development for adolescents is leadership. Leadership is important to assuming meaningful and active roles within the family, workplace, and community.

Background

Needs and Wants

All humans share certain needs. These needs cause people to behave as they do. Most behaviors are attempts to satisfy a need or to remove something that is not needed. In an effort to satisfy needs, an individual will establish values, goals, and standards for living.

Establishing a Positive Self-Concept

Needs are basic items that are required for living. All people have the same basic needs. These needs must be met for proper growth and development. Abraham Maslow identified five levels of human needs. In order of highest priority to lowest they are physical, safety and security, love and acceptance, esteem, and self-actualization.

Wants are those items people desire, but don't need. They are not necessary for survival. They may bring satisfaction, but life will go on without them. Sometimes people want something they don't really need.

People satisfy their needs in different ways. If this were not so, everyone would eat the same kinds of food and live in the same kind of houses. Instead, life is full of variety. Each person is unique with his or her style of living. Each person's decision and behaviors are different from those of anyone else. Three factors that contribute to the differences between people are their values, goals, and standards.

Values, Goals, and Standards

Values are the beliefs, feelings, and experiences a person considers to be important and desirable. Honesty, friendship, freedom, happiness, popularity, health, education, beauty, or status may be values a person considers important. Values affect our behavior. Consciously or unconsciously, they guide the decisions an individual makes every day. Values are not given to us at birth. An individual develops his or her values over time.

Goals are the aims people consciously try to reach. People set goals that reflect their values. Goals help to make a person unique. Even though a person has the same values as someone else, his or her goals may differ.

An individual may have several goals at the same time. Some are **short-term goals**. A person can reach these goals in an hour, a day, or even a week. Others are **long-term goals**. They need several months or even several years to reach these goals. Steps for setting goals are:

7. To make a list of what an individual wants out of life
8. To consider the individual's values
9. To list ways an individual can achieve the goals
10. To make some definite plans
11. To establish deadlines and rewards

Standards are accepted levels of achievement. People's standards are related to their values and goals. Their standards will be high for the items they value and the goals they want to achieve. Our personal goals will depend upon our priorities for personal growth.

Personal Goals

Since we all have different goals, values, and standards, there is no single formula that defines our quest for personal growth that defines the path to personal success. Areas for personal

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growth may be broad and focused on human developmental areas such as intellectual, emotional, social, or physical development. More specifically, personal growth might be tied to specific roles and contexts, such as ones role as a family member or a member of the school community. Or personal growth might focus on specific issues or challenges encountered by adolescents, for example, the development of communication skills within the workplace.

Decision-making

Learning to make decisions is a skill that will help individuals manage their daily lives so they can reach their personal goals. The needs and wants, values, goals, and standards discussed previously will all affect an individual's decisions.

A decision is a conscious or unconscious response to a problem or an issue. Some decisions are made without thinking; they just happen. Some decisions are actively made after much thought. Refer to **FACT SHEET #1: Decision-Making Process Step-by-Step**.

Engaging in rational decision-making will assist in developing ones self-concept. There are alternative decision-making processes. Step-by-step processes lead students through decision-making in a linear fashion. As problems become more complex and include ethical decisions, the practical reasoning may be applied. Practical reasoning consists of asking and answering questions related to the problem in order to make an ethically based judgment (Johnson & Fedje, 1999).

Leadership

Decision-making is a central focus of leadership. The development of leadership skills is as important for adolescents. Leadership is important to the roles one assumes in the family, workplace, or community (FCCLA, 1999). Families need members who can make decisions regarding the development of family members, use of resources, or other decisions, which help to meet the needs of the family. In the workplace, persons need skills in leadership as well as teamwork in order to be successful. Communities need active leaders and citizens to address concerns and issues by taking action.

There are alternative perspectives of leadership (van Linden & Fertman, 1998). Within a *transactional leadership* perspective, the person is in control or in charge and usually a *product* will be completed. Within a *transformational leadership* perspective, emphasis is placed on the process of helping persons move beyond self-interests and consider the needs of the group, organization, or society. Focus is placed on the *process* of leadership and in helping followers to become leaders. Both forms of leadership are needed.

Leaders are "... individuals (both adults and adolescents) who think for themselves, communicate their thoughts and feelings to others, and help others understand and act on their own beliefs; they influence others in an ethical and socially responsible way" (van Linden & Fertman, 1998, p. 17).

Establishing a Positive Self-Concept

Leadership is a developmental process which occurs in the following stages: (1) gaining general leadership information; (2) identifying thoughts, attitudes, and feelings towards oneself as a leader; (3) developing communication skills in which to share knowledge, feelings, and ideas with others; (4) engaging in decision-making (the focus of leadership) in ethically and socially appropriate ways; and (5) developing stress management skills in order to react and deal with stress in ones life (van Linden & Fertman, 1998).

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van Linden, J. A., & Fertman, C. I. *Youth Leadership: A Guide to Understanding Leadership Development in Adolescents*. San Francisco: Jossey-Bass, 1998.

"Welcome to Frontier House." (PBS, WNET)

Videos

Setting & Achieving Goals. Available from the Career and Technical Education Resources Center. # FCS V4.

Establishing a Positive Self-Concept

Setting Goals - The Road to Achievement. Available from the Career and Technical Education Resources Center. #FCS V134 (Grades 9-12)

Go For a Goal! Available from the Career and Technical Education Resources Center. # FCS V16.

Instructional Strategies

1. Identify needs and wants. (Competency B4)

- a. Identify a personal list of needs and wants using **ACTIVITY SHEET #1: Needs and Wants**. After the list is developed, code the list with regard to factors, which would help contribute to decision-making. For example, identify on the list long and short-term needs/wants, those which require time, education, money, etc. Narrow the list to 5 needs and 5 wants. Prioritize each list with #1 the highest priority. Summarize in a written report the process you went through when making decisions on priorities in this activity.
- b. Develop a list of needs and wants related to the alternative roles in a person's life. First, list possible roles (son/daughter, parent, grandparent, family member, worker, student, etc. Think about needs and wants of persons in these alternative roles. Consider needs and wants in relationship to alternative contexts (school, family, work, community) in which these roles are carried out.
- c. Watch a historical program that highlights needs/wants from another time period. One example is "The 1900s House" (PBS, 2000) in which a modern day family lives in a turn-of-the-century home. A second example is "Welcome to Frontier House," (PBS, WNET) featuring three families surviving for five months as 1880s pioneers in Montana. Discuss their perceptions of needs/wants with regard to past and present times.

Questions for Discussion/Formative Assessment:

How are needs and wants prioritized?

What if your needs were not met? What if anything you desired you could obtain? What would be the consequences?

What examples exist within families, the school or community that indicate all needs are met or are not met?

How do met or unmet needs and wants affect self-concept?

2. Determine personal development goals. (Competency B5)

- a. As a class, develop a list of activities and experiences related to school, family, work, and community. Discuss the ways in which these activities/experiences promote development (intellectual, emotional, social, and physical). Identify possible developmental goals for teenagers.

- b. Turn to the character trait list that you developed in Content Module 1 Unit 1 using Activity Sheet #2. In that activity, you identified the following three areas: (1) trait areas of strength; (2) trait areas of "improve immediately;" and (3) trait areas to "improve over a longer period of time." Use the trait areas of "improve immediately" to set short-term personal development goals. Use the trait areas of "improve over a longer period time" to set your long-term personal development goals. Use **ACTIVITY SHEET #2: Personal Growth Goals** from this unit to fill in this information. Critique this activity by completing Part II and Part III of **ACTIVITY SHEET #3: Scoring Guide Character Traits Inventory** from this unit. Pair up with another student to compare your results.
- c. Create an outline for a television script, music/video production, computer web page (or other format) which describes who you are now and who you want to be in the future.

Questions for Discussion/Formative Assessment:

What are important areas of personal development for adolescents? Young adults?

Why should you be concerned about your own personal development?

What experiences positively contribute to personal development? What experiences negatively influence personal development? What are the common characteristics of these experiences?

How can assuming responsibility for ones own personal development contribute to self-concept?

3. Apply components of the decision-making process. (Competency B6)

- a. Discuss the different strategies or techniques used by people to make decisions. Consider everyday decisions (e.g., what to wear, what to eat) as well as long term decisions (e.g., jobs, education, marriage). Possible answers include: habit, tradition, peer pressure, coin toss, consider feelings of self and others, available resources (money, time, energy), etc.
 - b. Read **FACT SHEET 1: Decision-Making Process Step-by-Step**. As a large group, practice using the decision making process with a common decision adolescents will encounter. For example, how to spend your time on the weekend. Practice using the process with a more difficult decision, such as what type of car to buy, or how to get a job. Apply the decision-making process to a personal goal.
- 3. Read FACT SHEET 2: Decision-Making Process Asking Questions.** This activity incorporates the practical reasoning process to help you develop your questioning and problem-solving skills. As a large group, practice using the practical reasoning process for an ethical problem. Next, use the questions to examine a problem related to personal development, such as "My parents want me to go to college but I do not want to go to college. What should I do?"
4. As a class, develop a skit about a teen who has trouble making an important decision because of two conflicting personal goals. Make up three possible endings, each based on a

different way to make the decision. Present the skit during class. Have the audience choose the best ending.

Questions for Discussion/Formative Assessment:

*What are alternative decision-making strategies? How are these strategies similar/different?
What are the benefits of thinking through decisions? Of making decisions by habit or tradition?
What are examples of important decisions that you need to make as a teenager/young adult?*

4. Evaluate characteristics of leadership. (Competency B7)

- a. Use current newspapers to identify stories about leaders and leadership. List the leadership actions and characteristics these individuals display.
- b. Identify pictures/photos of various people. Determine if this individual is a leader, and explain why or why not.
- c. In groups, review **FACT SHEET #3: Characteristics of Leadership**. Both forms of leadership are needed. Brainstorm together instances when "shared" or "take charge" leadership is important. Following this discussion, select which leadership characteristic category best describes you.
- d. Using **ACTIVITY SHEET #4: Encouraging Your Leadership**, do a self-assessment of your leadership qualities. Be honest with yourself. After completing this activity, write a short summary as to whether you think you will become or are a good leader. Identify those characteristics that might keep you from being a leader and state actions you could follow to improve or overcome these deficiencies.
- e. Examine your own personal experiences, which contribute to your leadership development. Suggested areas to examine are baby-sitting, family responsibilities, 4-H Clubs, sports, jobs, and FCCLA activities. Write a paragraph describing these experiences. During class, share and compare your list with another student.
- f. FCCLA Activity. Refer to the *Dynamic Leadership* program guide to select and complete additional FCCLA activities pertaining to leadership.

Questions for Discussion/Formative Assessment:

*What are the characteristics of leadership?
What could you do to develop your own leadership skills?
What could you do to help develop the leadership skills of another person?
Why is leadership important to the family, school, workplace, and community?
What is the purpose or role of a leader?*

5. Apply SEARCH process. (Competency B8)

- a. Discuss **FACT SHEET #4: Stages of a Group**. Think about times when you participated in groups in which you felt a sense of belonging. What characteristics were present in

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this group? Possible answers include: trust, communication, purpose/focus, commonalities/differences of group members.

- b. Break into small groups. Using **FACT SHEET #5: SEARCH**, select a practical problem. Using **ACTIVITY SHEET #5: SEARCH for Solutions**, apply the process to solve the identified problem.

Questions for Discussion/Formative Assessment:

*In what ways did the group experience shared leadership?
Did the group go through the "Stages of a Group" as identified? Why or why not?*

6. Explore FCCLA projects. (Competency B8)
 - a. FCCLA Activity. Use **FACT SHEET #6: FCCLA Planning Process** to plan and carry out a class project that will promote personal growth and leadership development of classroom members.

Summative Assessments

Pencil and Paper

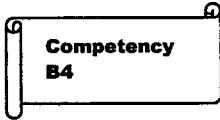
1. FCCLA Activity. Address the practical problem, "What should be done about school violence?" Using **ACTIVITY SHEET #5: SEARCH for Solutions**, determine if the FCCLA program "*STOP the Violence*" could be used as a part of the solution. If so, use the FCCLA Planning Process to develop appropriate activities. Write a summary of your findings and submit to your principal or other administrator to see if you could carry out this project. If implemented, apply for recognition through FCCLA awards or *STAR Events*. (Competency B6, B8)
2. As a pre-assessment, write a definition of leadership and how it applies to your own life. After completing Instructional Strategies 4a-4f on leadership in this unit, write a new definition of leadership and its connection to your own life. Share and discuss your definitions with a classmate. (Competency B7)
3. FCCLA Activity. Write a report about how you, as a leader, live up to the Six Pillars of Character as a leader. Refer to **FACT SHEET #2: The Six Pillars of Character in Module 1 Unit 1** in this guide. Share your report with your FCCLA adviser and ask for suggestions for improvement. (Competency B7)
4. Evaluate the project you developed as a class for Instructional Strategy 6a. Develop a *STAR Event* entry for recognition.

Classroom Experiences

1. **FCCLA Activity.** View the video "Setting Goals - The Road to Achievement" (Grades 9 - 12). This video is available from the Career and Technical Education Resources Center #FCS V134. Use the video as a starting point to identify one leadership goal you want to realize this year or semester. Use **FACT SHEET #6: FCCLA Planning Process** to identify the goal, create a plan of action and implement the plan. Evaluate our progress. (Competency B7)
2. As a class, identify community leaders. Discuss why the people chosen are considered leaders. Select one of the identified leaders. Contact or correspond with your community leader requesting they identify what they consider as key leadership characteristics and why these characteristics are important in the workplace. As you receive the results, post them on a bulletin board/poster grouping the results as to leadership characteristics. Form into groups of three to five students to review the poster and decide on the top three leadership characteristics mentioned most frequently. Remember to follow **FACT SHEET #4: Stages of a Group** as your group works together on this assignment. Select your own three leadership characteristics. Share your results with your group. Come to consensus as a group on the three leadership characteristics. Select a member in your group to present your results to the class. Using **ACTIVITY SHEET # 6: Leadership Activity Scoring Guide**, rate yourself on your participation in this activity. (Competency B7)

Application to Real-Life Settings

12. **FCCLA Activity.** In order to develop or enhance one's own self-concept and personal development goals, develop a personal project identifying your needs and wants. Implement the project. Identify a method by which to document the process, such as through photos, journal writing, video, or audiotape. Use "A Better You" in the *Power of One* manual to guide and critique this project. (Competencies B4, B5, B6)
2. Look for examples of young people who are leaders in your school and community. Search newspapers and magazine for stories about how these young leaders act responsibly and apply their leadership skills. (*Teen Times*, a national publication of FCCLA, Inc. For FCCLA members, is a good resource.) Clip out the stories and make a collage of them. Display the collage in your school or at a community center or shopping mall in your community. (Competency B7)



Activity Sheet 1

Name: _____

Needs & Wants

Directions: List your personal needs and wants. Code by checking whether item is a need or want, long-term, short-term, and requires time, education, and money. Narrow the list to 5 needs and 5 wants. Prioritize each list with #1 the highest priority.

Personal List of Items	Need or Want	Money	Education	Requires Time	Requires Education	Requires Money

Priority List of Needs (#1 is highest priority):

- _____
- _____
- _____
- _____
- _____

Priority List of Wants (#1 is highest priority):

1. _____
2. _____
3. _____
4. _____
5. _____



Personal Growth Goals

Directions: Setting short-term and long-term goals can help you set your personal growth goals. Make additional copies of this sheet if needed for additional goals.

1. On the blanks provided, identify a long-term goal that you want accomplish.
2. List three short-term goals that can help you reach each long-term goal.
3. List, in order, the steps for accomplishing these goals.
4. Label the left end of the time line by writing the today's month and year. Then label the right end of the time line with the month and year you plan to achieve your long-term goal.
5. For each short-term goal, identify on the time line when you plan to accomplish that goal and label the month and date of accomplishment.
6. Identify the value that matches each long-term goal by writing it on the dotted line.


Long-Term Personal Growth Goal: _____

Short-term Personal Growth Goal 1: _____

Short-term Personal Growth Goal 2: _____

Short-term Personal Growth Goal 3: _____

Sequential steps toward improvement:

Today's Date: _____	Date of Accomplishment: _____
	
Value:	

Activity Sheet 2 (cont.)


Long-Term Personal Growth Goal: _____

Short-term Personal Growth Goal 1: _____

Short-term Personal Growth Goal 2: _____

Short-term Personal Growth Goal 3: _____

Sequential steps toward improvement:

Today's Date: _____	Date of Accomplishment: _____
	
Value:	

Scoring Guide

Character Traits Inventory

Assessed Activity	Points Possible	Points Earned
PART I: Assess		
Completed Character Traits Inventory	5 points	
Identified areas of positive character traits	6 points	
Identified three areas for immediate improvement	6 points	
Identified three areas for long-range improvement <i>(NOTE: Already assessed in Module 1 Unit 1.)</i>	6 points	
SUBTOTAL SCORE		
PART II: SHORT-TERM GOALS		
Recorded goals for short-term improvement	5 points	
Identified steps toward immediate improvement	3 points	
Included target date for reassessment	3 points	
SUBTOTAL SCORE		
PART III: LONG-RANGE PLAN		
Identifies areas needing improvement	6 points	
Develops sequential steps for improvement	6 points	
Designates a method to assess improvement	3 points	
Sets a time line to assess improvement	3 points	
Includes a rationale for improving interpersonal skills	10 points	
SUBTOTAL SCORE		
TOTAL SCORE		

Encouraging Your Leadership

Directions: Actions that encourage leadership are listed below. Using your own personal experiences, answer the questions following each item. Be honest with yourself.

1. Learn your strong and weak points.

What are your strong and weak points? _____

Things you do well: _____

Things you need to improve: _____

2. Be willing to take responsibility for decisions and actions.

When was a time that you took responsibility for something you did and were tempted not to? _____

3. Be a good listener to both verbal and nonverbal messages.

What are three or more characteristics of a good listener?

- a. _____
- b. _____
- c. _____

• **Be fair.**

When was a time that you were treated fairly and appreciated it?

• **Listen and respect others opinions.**

How can you show respect for another person's opinion when you do not agree with him or her? _____

• **Encourage others to share responsibilities with you.**

When was a time that you worked with other people towards a common goal?

• **Be aware of and use the talents of each person in the group.**

What are the talents of two different people in your class?

- a. _____
- b. _____

Activity Sheet 4 (cont.)

- **Act calmly in pressure or stressful situations.**
What situations cause you stress and how do you remain calm?

- **Gain self-confidence by expanding activities and experiences (become informed).**
What is self-confidence? How could you get more self-confidence concerning a topic you want to learn more about? _____

- **Abide by your decision even though the majority may disagree with you. However, be sure you have examined all alternatives.**
When was a time that you had to "take a stand" for something you felt strongly about, but some of your friends did not agree? _____

- **Be trustworthy; do what you say you are going to do.**
How does it feel when a friend consistently does not do what he/she says he/she will do?

- **Be willing to take planned-out risks.**
When was a time that you took a calculated risk? _____

- **Develop ability in carrying out the steps of the decision-making process.**
What steps do you go through when making a decision? _____

- **Be willing to (and know when to) adapt or change decisions if new alternatives are presented.**
When was a time that it was necessary for you to change a decision? Why?

SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:

FACTS:

CONSIDERATIONS:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:

POSSIBLE CONSEQUENCES:

EXPECTED OUTCOME

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

- Relevance to the problem
- Ethical base (positive long-term effects on all involved)
- Ability to resolve the problem
- Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Leadership Activity Scoring Guide

Directions: After each activity statement, circle the appropriate score. Write your total score in the space provided below the chart.

Activity	Great Effort	Good Effort	Some Effort	Little/No Effort
Gathered information/contacted community leader for information	4 points	3 points	2 points	1 point
Contributed leadership characteristics to bulletin board/poster	4 points	3 points	2 points	1 point
Working within your group, identified most frequently listed leadership traits	4 points	3 points	2 points	1 point
Completed a written summary which identified three leadership traits	4 points	3 points	2 points	1 point
Used "Stages of a Group" to come to consensus within your group on three leadership traits	4 points	3 points	2 points	1 point

Student: _____ **Score:** _____ /20 points possible

Fact Sheet 1

**Decision-Making Process
Step-by-Step**

- 1. Identify the goal, decision to be made, or problem to be solved.**
- 2. Gather and examine information.**
- 3. List all of the alternatives.**
- 4. Consider the results or consequences of each alternative.**
- 5. Select an alternative and act on it.**
- 6. Evaluate the results of the decision.**

Sources:

Bragg, R. E. *Changes & Choices: Personal Development and Relationships* (p. 35-36). South Holland, IL: Goodheart-Wilcox, 1993.

Ryder, V., & Harter, M. B. *Contemporary Living*. Tinley Park, IL: Goodheart-Wilcox, 2000.

Fact Sheet 2

Decision-Making Process

Asking Questions

Decisions can be made by asking and answering questions. Practical reasoning is a questioning process for making ethical decisions. Ethical problems are those in which there are no right or wrong answers. By asking and answering questions expands ones thinking about the problem.

There are four categories of questions: *context*, *goals*, *actions*, and *consequences*. Listed below are examples of these questions. More specific questions may also be posed. The categories may be answered in any order. But all parts need to be considered to make a decision.

Context Questions

- What factors affect the situation?
- What are the beliefs, feelings, wants or needs of the people involved?
- What has happened in the past?
- What meanings are connected to the problem?
- Is there money, time, or energy involved?

Goal Questions

- What would I really like to have happen?
- What is my goal or goals?
- What values are represented by these goals?
- What are the goals of all persons related to this problem?
- Are my goals, and those of others, in conflict?

Action Questions

- What would I do?
- What actions could be taken or not taken?
- What are different ways to reach the goals?
- What actions are realistic?
- How would these actions be accomplished?

Consequences Questions

- What are positive and negative effects of each action?
- What are the short-term consequences? Long-term consequences?
- What are the risks for me? For others involved?
- What if the problem is solved?
- What if the problem is not solved?

Making a Judgement: After considering answers to these and other questions, make a decision about "what to do" about the problem.

Fact Sheet 3

Characteristics of Leadership

Leader Who Shares Leadership	Leader Who Takes Charge
<ul style="list-style-type: none"> • Values participation and contribution of others 	<ul style="list-style-type: none"> • Values problem and solution identification
<ul style="list-style-type: none"> • Considers all viewpoints and advice before making a decision 	<ul style="list-style-type: none"> • Makes a decision, even if all have not been heard, in order to move forward
<ul style="list-style-type: none"> • Considers the specific situation of individuals 	<ul style="list-style-type: none"> • Uses standards or rules as guides
<ul style="list-style-type: none"> • Uses individuals to test or try out decisions 	<ul style="list-style-type: none"> • Develops oneself to be a better decision maker for the group
<ul style="list-style-type: none"> • Develops the self first to be a better contributor to the group 	<ul style="list-style-type: none"> • Develops the self to be a better decision maker for the group
<ul style="list-style-type: none"> • Learns from experiences to apply to "real life" 	<ul style="list-style-type: none"> • Gets things done
<ul style="list-style-type: none"> • Recognizes the important of the process 	<ul style="list-style-type: none"> • Recognizes the importance of the product
<ul style="list-style-type: none"> • Shares leadership (group power) 	<ul style="list-style-type: none"> • Takes charge (personal power)

Source: van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership: A Guide to Understanding Leadership Development in Adolescents* (p. 18-19). San Francisco: Jossey-Bass.

Stages of a Group

- **Planning Stage:**
Information gathering; deciding if I want to do this
- **Initial Stage:**
Getting acquainted with group members; building trust
- **Transition Stage:**
Building communication before the real work occurs
- **Working Stage:**
Carrying out the task or focusing on the problem; sharing leadership and developing group cohesion (togetherness)
- **Final Stage:**
Conclusion of the group experience

Source: van Linden, J. A., & Fertman, C. I. *Youth leadership: A Guide to Understanding Leadership Development in Adolescents* (p. 18-19). San Francisco: Jossey-Bass. 1998

SEARCH

<p>State the Practical Problem</p>	<p>A practical problem often is:</p> <ul style="list-style-type: none"> • Poorly structured (it is not a neat clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to changes with elaboration • Gray or may have no "right answer" 	<p>What is the problem?</p> <ul style="list-style-type: none"> • What are the various aspects of the problem that make the solution difficult to determine? • Who is involved in the problem? • Who is affected by any solution? • What is likely to happen if I do nothing? • What do I want the outcome to be?
<p>Examine the facts, values, and people involved</p>	<p>This can be considered the research phase where all facts are determined & the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision-making is important at this point.</p>	<ul style="list-style-type: none"> • What facts do I need? • Where is the information available? • Who can I turn to for guidance? • What values are in conflict?
<p>Analyze the options</p>	<p>This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important as well as the impact on self and others. Determine the trade-offs for each option.</p>	<ul style="list-style-type: none"> • What are my options? • What are the short-term results for each action? Long-term consequences for each? • How will each outcome affect me? • Affect others I care about?
<p>Review the options & select the best choice</p>	<p>The steps above are thinking steps. This is the first action step. Every option is an action - even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.</p>	<ul style="list-style-type: none"> • What option best reflects my values and solves the problem? • Which option(s) am I unable to live with? • Which option do I choose?
<p>Chart and start an action plan</p>	<p>With all the facts stated, rated, and weighted, all that remains is to take action. A solution must be planned and implemented. You have to decide what you are going to do and how you will do it.</p>	<ul style="list-style-type: none"> • Which skills do I need for the actions • What resources do I have? Need? • What barriers might prevent me from taking this action? • How do I organize my actions?
<p>Highlight the outcome</p>	<p>This evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.</p>	<ul style="list-style-type: none"> • Did this choice solve the problem? • Did this choice create additional problems? • Would you apply this choice again? • What did you learn from this?

FCCLA Planning Process Overview

Identify Concerns



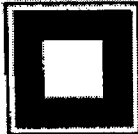
- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set a Goal



- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



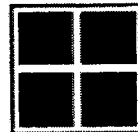
- plan how to achieve goal
- decide who, what, where, when, why and how

Act



- carry out project
- decide who, what, where, when, why and how

Follow Up



- evaluate project
- thank people involved
- recognize participants

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Unit 1 Overview

Practical Problem:

What should be done about developing interpersonal communication?

Missouri Family and Consumer Sciences Competencies:

- C1. Analyze qualities of positive relationships.
- C2. Practice effective communication techniques.
- C3. Develop team building.
- C4. Demonstrate responsibility.
- C5. Utilize problem-solving skills.
- C6. Utilize FCCLA programs to develop positive interpersonal communication.

Enabling Objectives for Competency Mastery:

1. Identify interpersonal communication skills needed for positive relationships and collaborative (team) problem solving.
2. Examine impersonal and interpersonal relationships within multiple contexts (e.g., family, school, work, and community).
3. Compare/contrast cooperative, competitive, and individualistic actions and behaviors.
4. Apply interpersonal communication and team skills to address a recurring concern related to individuals, family, school, work, or community.
5. Examine characteristics of positive relationships.

Teacher Background Information

Rationale

Interpersonal communication skills are essential to actively engaging in life roles within multiple contexts including the family, school, work, and community. If problems or issues are to be resolved from a team or collaborative perspective, participants require an understanding of interpersonal skills and alternative orientations for action.

Background

Throughout our lives, we interact in multiple social settings or contexts that include the family, school, work and community. We have both interpersonal and impersonal communication interactions within these social contexts (Adler, Rosenfeld, & Towne, 1989). Interpersonal communication is focused on developing shared meanings (Verderber & Verderber, 1995).

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Interpersonal communication helps to enhance and maintain a sense of self and develop and maintain relationships with others. Skills needed for interpersonal communication include assertiveness, sharing feelings, empathy, evaluating, interpreting, and listening. The context of interpersonal communication affects the expectations of participants involved. In addition to understanding the social context, it is also important to examine the physical, historical, psychological, and cultural contexts of communication.

Impersonal communication is usually focused on achieving a specific task or goal. For example, impersonal communication is used to interact with the clerk at the store when we purchase groceries. Or within the home, impersonal communication is used to achieve technical tasks, such as telling a family member to take out the trash or to wash the dishes. Through impersonal communication we usually treat others as objects or things – the intent is not to be harmful, but there is no emphasis on developing shared meaning.

Within the family, school, work, and community settings, there may be different orientations or social structures that impact the type of communication that occurs and the purpose of the communication. For example, Johnson and Johnson (1994) examined cooperative, competitive, and individualistic structures. In a *cooperative* environment, participants work together to achieve shared goals. In a *competitive* environment, participants are competing in a win-lose situation. And in *individualistic* environments, participants work alone to achieve “goals unrelated to and independent from the goals of others.”

When engaging in team or group problem solving, it is important to understand both interpersonal communication and alternative structures from which individuals or the group may base their actions.

Positive Relationships

Positive interpersonal relationships are the keystones to maintaining friendships (in and outside the classroom), a stable family, a successful career, and strong communities. However, no one is born with these skills. Each person must learn these skills and choose to use them. Although many students learn the needed relationship skills in their families and through community experiences, others lack basic relationship skills or choose not to put these skills into practice. Frequently, this ineptitude persists into adulthood. These students are often isolated and alienated. Poor relationship skills with peers have widespread immediate and long-term effects on students' cognitive and social development, well-being, happiness, success, and psychological health.

The need to develop positive interpersonal relationship skills is supported by seven major reasons.

1. Changes in families and society reduce the time and other resources available to enable parents to model, nurture, and develop the social skills needed for our complex contemporary life. Children learn their social skills through their family experiences, yet hectic schedules limit family interaction time. With an increasing number of children living with only one parent, opportunities to observe parent communication, cooperation,

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- negotiation, and conflict resolution is limited. Consequently, opportunities for developing communication, cooperation, negotiating skills, and problem solving at home may decrease.
2. Strong caring relationship skills strengthen families. Such skills help reduce the currently increasing incidents of suffering experienced from family violence, divorce, and dysfunctional families. Understanding differences in the needs of family members and others, and having the skills to respond in sincere, supportive ways rather than in dominating, violent, or uncompromising ways help reduce these rising statistics and encourage optimum development of family, workplace, and community members.
 3. Relationships encourage or constrain the development of children and adults. Caring, respectful relationships encourage development. Insensitive, unresponsive, intrusive, and dominating relationships constrain development.
 4. To increase their competitive edge, American employers need employees with positive relationship qualities. Higher productivity, product quality, and increased quality of work like have been linked conclusively with working cooperatively in the workplace. Good communication, cooperative teamwork, and negotiating skills provide the foundation for successful leadership and organizational effectiveness.
 5. As new technology continues to be introduced into all aspects of our society, caring, respectful relationships in the private and public domains are needed as a counterbalance. According to John Naisbitt (1992) "we must learn to balance the material wonders of technology with the spiritual demands of our human nature." As technology continues to invade, and at times dominate our lives, the need for a compensatory "high touch" of caring, respectful relationships is basic to meeting our needs.
 6. As women make life choices that take them away from care-giving occupations and their families, the need to help both males and females develop loving ways of life is imperative.
 7. Fifteen percent of the reasons people get a job, keep a job, and move up in a job is due to technical skills and knowledge. Eighty-five percent of the reasons people get a job, keep a job, and move up in a job is dues to their positive relationship skills.

References

- Adler, R. B, Rosenfeld, L. B., & Towne, N. *Interplay: The Process of Interpersonal Communication*. New York: Holt, Rineheart & Winston, 1989.
- Family, Career and Community Leaders of America, Inc. *Career Connection*. Reston, VA: 1998. (Available from the Career and Technical Education Resources Center. #FCS 13.1308 VA 819h.)
- Family, Career and Community Leaders of America, Inc. *STAR Events Manual*. Reston, VA: 2002. (Available from the Career and Technical Education Resources Center. #FCS 13.1308 VA 819o.)
- Family, Career and Community Leaders of America, Inc. *STOP the Violence*. CD-Rom. Reston, VA: 2001.

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Johnson, D. W. & Johnson, R. T. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Boston: Allyn & Bacon, 1994.

Kramer, P. *Discovering Self-expression and Communication*. NY: Rosen Publishers Group, Inc. 1992. (Available from the Career and Technical Education Resources Center. #FCS 20.0107 S65c.)

Ricketts, C. *Leadership: Personal Development and Career Success*. NY: Delmar Publishers, 1997. (Available from the Career and Technical Education Resources Center. #FCS 13.1308 R424.)

Verderber, R. F. & Verderber, K. S. *Inter-act: Using Interpersonal Communication Skills*. Boston: Wadsworth, 1995.

Videos

Necessary Skills for the Workplace: What Your Mother Never Told You About Preparing for a Job. 1999. Available from the Career and Technical Education Resources Center. #FCS V172, 20 min.

Teamwork: A Skill You'll Need. 1998. Available from the Career and Technical Education Resources Center. #FCS V79.

Team Skills for the New Work Place. 1996. Available from the Career and Technical Education Resources Center. #FCS V152.

Instructional Strategies

1. **Identify interpersonal communication skills needed for positive relationships and collaborative (team) problem solving. (Competencies C2, C3)**
 - a. As a class, complete a concept analysis of *positive relationships*. List all of the characteristics of a positive relationship. Then, identify from the list the essential characteristics (those which **must** be present) and non-essential characteristics (those which **may** be present). Next, identify examples and non-examples of positive relationships. Discuss the essential characteristics, which are present in the examples and not present in the non-examples. Using the information generated from this concept analysis, write your definition of *positive relationships*.
 - b. In small groups, create a 'time line' that represents changes in interpersonal relationships and communication over the life span. Identify specific contextual factors (physical, social, historical, psychological, and cultural) which would influence these relationships. Examine these contextual factors through library or Internet research. Report your group's findings to the class.

Practicing Positive Interpersonal Skills

- c. Review the **FACT SHEET #1: Interpersonal Communication Skills** list. From this list identify the three most important skills needed within each of the following settings: family, school, work, and community. Chart your information and discuss the interrelationship of these skills within each setting and among the settings.
- d. In small groups, develop a case study, which illustrates one or more interpersonal communication skills. After the case studies are completed, identify the interpersonal communication skills that were used to complete the case study. Also discuss any communication skills that appeared to be lacking and did not contribute to the process. Compare this experience to other group processes within the family, school, work, and community settings.
- e. Working in small groups, identify a problem-based scenario in which interpersonal communication skills are needed (e.g., discussion between a parent and teenager about their attendance at school and discussing a work-related problem with an employer.) Choose roles and act out the scenario. Identify the interpersonal communication skills the members of your group used.

Questions for Discussion/Formative Assessment:

What is interpersonal communication? Why is it important?

What are examples of communication skills? How can communication skills be developed? Evaluated?

What communication skills were needed to complete this activity?

What strengths did you observe in the small group's communication? What gaps existed?

How could your small group continue to develop their communication skills with one another?

2. Examine impersonal and interpersonal relationships within multiple contexts (e.g., family, school, work, and community). (Competencies C1, C4)

- a. Develop a definition of impersonal and interpersonal relationships. Think about specific characteristics and examples of these relationships. Use the **ACTIVITY SHEET #1: Impersonal Versus Interpersonal** to guide your thinking.
- b. **List/Group/Label:** Work in pairs to record each idea on small slips of paper or sticky notes. As large group, identify and describe interpersonal relationships within the family, school, work, and community. You could work in pairs. Use these questions to guide your thinking: What are the important relationships you have (in this context)? Why are these relationships important? What relationships will be important in the future? What good interpersonal skills are needed to support this relationship?

After all ideas have been listed, group the slips of paper into categories. Create a label for each of these categories. Write 3-5 conclusions about interpersonal relationships based on the information you have generated.

- c. Keep a log for one day of impersonal and interpersonal interactions. Write 3-5 conclusions about these interactions.

Practicing Positive Interpersonal Skills

- d. Watch a segment of a movie or television show and identify examples of impersonal and interpersonal communication. Share your findings with the class.

Questions for Discussion/Formative Assessment:

What are interpersonal relationships? What are impersonal relationships?

What is the purpose of interpersonal communication? Impersonal communication?

What are examples of positive interpersonal and impersonal relationships in the family, school, work, and community?

What communication skills are needed to enhance interpersonal relationships? In what ways do these skills change over time?

What communication skills were needed to complete this activity? What skills did you observe?

What skills did you not observe?

3. Compare/contrast cooperative, competitive, and individualistic actions and behaviors. (Competencies C1, C3)

- a. As a large group, develop an initial definition of cooperative, competitive, and individualistic structures. Using these definitions, think about these different actions and behaviors related to your own experiences. For instance, within the school setting, discuss actions and behaviors on testing, completing group projects, sporting events, etc. Identify specific situations when it is acceptable and not acceptable to be cooperative, competitive, and individualistically oriented. Expand the discussion to the family and workplace. Afterward, re-examine the initial definition and incorporate your new insights.
- b. Identify symbols that represent cooperative, competitive, and individualistic actions and behaviors. For example: sport's team logos, driver's license, police badge, specialized car license plates, peace sign, UNICEF, 4-H or FCCLA logos, etc. (If possible, obtain copies of the actual logos/symbols; many can be accessed through the Internet.) After listing or posting these symbols, describe the characteristics, which are represented by each. Next, small groups could cooperatively develop their own symbol/logo and associated meaning.
- c. Divide into small groups. Identify examples of cooperative, competitive, and individualistic activities within your school. Conduct interviews with participants in these activities. Working with your classmates, write a newspaper article that positively highlights these activities and their significance in preparing students' for life roles.
- d. Working in small groups, examine the meaning of teams and teamwork related to your own experiences. Possible examples of teams include sports teams, school committees, work-related teams (e.g., teams which produce fast food), youth organizations, etc. Examine the different purposes and outcomes of each of these teams in relationship to cooperative, competitive, and individualistic actions and behaviors. Summarize your group's findings and present to the other class members.

Practicing Positive Interpersonal Skills

- e. In small groups, complete a jigsaw puzzle while role-playing a different action or behavior. Write "cooperative," "competitive," and "individualistic" on separate slips of paper. Draw one of the slips of paper to determine which action or behavior to role-play. As a group, summarize your reactions to this activity. Compare your reactions with the other class groups.

Questions for Discussion/Formative Assessment:

- What meanings are associated with cooperation, competition and individualism?*
- When are these behaviors appropriate in the family, school, work, or community?*
- When might a specific action or behavior be more desirable than others? Why?*
- What actions or behaviors will best prepare you for present and future life roles?*

4. Apply interpersonal communication and team skills to address a recurring concern related to individuals, family, school, work, or community. (Competencies C5, C6)
 - a. Identify an issue or problem to address related to individuals, family, school, work, or community. Use **FACT SHEET #2: SEARCH** and **ACTIVITY SHEET #2: SEARCH for Solution** to develop a plan of action. Use **ACTIVITY SHEET #3: Interpersonal Communication and Team Skills Scoring Guide** to assess communication and team skills used in this activity. As a team, compare your scores and discuss similarities and differences.

Questions for Discussion/Formative Assessment:

- What are the intended outcomes of the project?*
- What interpersonal and/or group communication skills were used to carry out the project?*

5. Examine characteristics of positive relationships. (Competency C1)
 - a. Complete **ACTIVITY SHEET #4: Positive Relationship Qualities** to analyze how you and one other person rate yourself on these qualities. Discuss the activity with the other person that rated you. Using the information learned in the previous unit on developing goals, design a plan for improving three of these relationships.

Summative Assessments

Pencil and Paper

1. Before beginning the learning experiences in this unit, write a pre-definition of interpersonal communication and the significance in one's life. After engaging in the learning experiences, write a post-definition. (Competencies C1, C4)

Classroom Experiences

1. **FCCLA Activity.** Using the information you have learned in this unit, develop an individual, school, or community project designed to strengthen your interpersonal communications. Enter your project in the "Interpersonal Communications" category of *STAR Events*. (Competency C2)
2. **FCCLA Activity.** Choose five interpersonal communication skills from the "Skills for Success" section in *Career Connection*. For each skill, create a report, brochure, illustration, skit, poem, collage, or other product that reflects how you have used that skill in your school, FCCLA, career, family, or community roles. Present your report to your class. (Competencies C2, C6)
3. Develop interpersonal communication criteria and standards needed for a collaborative team. Use this document to assess your small group interactions. (Note: This activity should be done prior to using **ACTIVITY SHEET #3: Interpersonal Communication and Team Skills Scoring Guide** in this unit.) Compare your criteria to the one already developed. Summarize the similarities and differences and what you like and dislike about each document. (Competencies C2, C3)
4. Develop social guidelines for collaborative, competitive, and individualistic actions. Use these guidelines to assess related classroom activities. (Competencies C1, C3)

Application to Real-Life Settings

1. Identify and describe real-life experiences that use impersonal and interpersonal communication and the impact of these situations on your own life. Develop and implement a plan of action to improve both impersonal and interpersonal communication skills. (Competencies C1, C2)
2. Identify criteria for positive interpersonal communication and examine current news issues using these criteria. (Competencies C1, C4)
3. **FCCLA Activity.** As part of a *STOP the Violence* project, invite a school or police official to a FCCLA meeting to discuss gang symbols and what is communicated by these symbols. Link the discussion to cooperative, competitive, and individualistic actions or behaviors. (Competencies C1, C3)
4. **FCCLA Activity.** In small groups, use various media (newspapers, magazines, etc.) to find pictures or words that depict adult or community perception of violence in schools. Put these items on the outside of a file folder. On the inside of the file folder, use pictures and words to describe what the teens say really happened. Use the file folder to facilitate discussion about violence prevention activities. This activity and others can be accessed on the *STOP the Violence* CD-ROM. (Competency C2, C6)

Practicing Positive Interpersonal Skills

5. **FCCLA Activity.** Plan and carry out a chapter project addressing a community problem. Use **FACT SHEET #3: FCCLA Planning Process** to carry out the project. Evaluate your project. (Competency C5)

Impersonal Versus Interpersonal

Impersonal	Interpersonal
Examples of <i>Impersonal</i> Communication	Examples of <i>Interpersonal</i> Communication
Characteristics of <i>Impersonal</i> Relationships	Characteristics of <i>Interpersonal</i> Relationships
Impersonal relationships are . . .	Interpersonal relationships are . . .

SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:

FACTS:

CONSIDERATIONS:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:

POSSIBLE CONSEQUENCES: EXPECTED OUTCOME

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

- Relevance to the problem
- Ethical base (positive long-term effects on all involved)
- Ability to resolve the problem
- Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Interpersonal Communication and Team Skills Scoring Guide

Directions: Rate your team from 1 to 4 (4 is highest possible) on each of the following dimensions. Indicate your assessment by circling the number that you feel best describes your team.

• Goals and Objectives					
The goals and objectives were unclear.	1	2	3	4	The team members understood the goals and objectives.
2. Leadership (Refer to FACT SHEET 1 in Lesson 2, Unit 1)					
No leadership was given and little control was evident.	1	2	3	4	The leader kept team on task and guided the project effectively.
3. Plan of Action (SEARCH and FCCLA Planning Process)					
No plan was followed for solving the problem.	1	2	3	4	A specific plan was followed to solve the problem.
4. Interpersonal Communication (3 to 5 identified by your team)					
Communications between team members were closed/guarded.	1	2	3	4	Team members communicated openly with each other.
5. Conflict Resolution					
Conflict was evident among team members.	1	2	3	4	Any conflict was dealt with openly and worked through.
6. Reaching Consensus					
Team members were unwilling to work toward one solution.	1	2	3	4	Team members came to consensus easily by working together.
Team Member Name: _____ Score: _____ /24 points possible					

Positive Relationship Qualities

Part One: Rate yourself on each of the positive relationship qualities listed below by circling "HIGH," "AVERAGE," OR "LOW."

Positive Quality	Rating		
	HIGH 5	AVERAGE 3	LOW 1
Cooperative	HIGH 5	AVERAGE 3	LOW 1
Tactful	HIGH 5	AVERAGE 3	LOW 1
Motivated	HIGH 5	AVERAGE 3	LOW 1
Courteous	HIGH 5	AVERAGE 3	LOW 1
Enthusiastic	HIGH 5	AVERAGE 3	LOW 1
Confident	HIGH 5	AVERAGE 3	LOW 1
Patient	HIGH 5	AVERAGE 3	LOW 1
Hardworking	HIGH 5	AVERAGE 3	LOW 1
Dependable	HIGH 5	AVERAGE 3	LOW 1
Friendly	HIGH 5	AVERAGE 3	LOW 1
Responsive	HIGH 5	AVERAGE 3	LOW 1
Subtotal			
TOTAL (all 3 column subtotals)			

Scoring Instructions:

Total your points and divide by 11. This score is the average of your perceived positive relationship qualities. Compare this rating with the scoring scale. Because these concepts are positive attributes, a high score is desirable. Is your rating what you would expect it to be? Look at each item, 1 through 11, and consider how to improve.

Activity Sheet 4 (cont.)

Part Two: Provide examples of your actions during the past week that reflect the following positive relationship qualities.

- Cooperative: _____
- Tactful: _____
- Motivated: _____
- Courteous: _____
- Enthusiastic: _____
- Confident: _____
- Patient: _____
- Hardworking: _____
- Dependable: _____
- Friendly: _____
- Responsive: _____

Part Three: Ask another person to complete this evaluation about you. The person selected should know you well enough to give informed answers.

Directions: Rate the person who asked you to complete this on each of the positive relationship qualities listed below by circling "HIGH," "AVERAGE," or "LOW."

Positive Quality	Rating		
	HIGH 5	AVERAGE 3	LOW 1
Cooperative	HIGH 5	AVERAGE 3	LOW 1
Tactful	HIGH 5	AVERAGE 3	LOW 1
Motivated	HIGH 5	AVERAGE 3	LOW 1
Courteous	HIGH 5	AVERAGE 3	LOW 1
Enthusiastic	HIGH 5	AVERAGE 3	LOW 1

Activity Sheet 4 (cont.)

Enthusiastic	HIGH 5	AVERAGE 3	LOW 1
Confident	HIGH 5	AVERAGE 3	LOW 1
Patient	HIGH 5	AVERAGE 3	LOW 1
Hardworking	HIGH 5	AVERAGE 3	LOW 1
Dependable	HIGH 5	AVERAGE 3	LOW 1
Friendly	HIGH 5	AVERAGE 3	LOW 1
Responsive	HIGH 5	AVERAGE 3	LOW 1
Subtotal			
TOTAL (all 3 column subtotals)			

Directions to the evaluated student: Using the scoring scale in Part One, compute the score and compare it with your score in Part One.

Fact Sheet 1

Interpersonal Communication Skills

- Using appropriate language
- Asking for criticism or feedback
- Being assertive
- Listening in a focused way
- Using active listening
- Giving credit to others when appropriate
- Giving specific details (rather than over generalizing)
- Describing one's own feelings
- Describing what you see or hear in an objective way
- Empathizing with others
- Creating or promoting of environment of equality
- Evaluating or analyzing what has been understood
- Using eye contact
- Giving constructive criticism
- Accounting for individual differences
- Interpreting to reveal hidden meanings
- Negotiating or managing conflict
- Creating or maintaining a climate of openness
- Owning feelings; using "I" statements
- Paraphrasing meaning
- Checking for understanding of non-verbal clues
- Praising others for what they have said or done
- Using specific or precise wording to represent intended meanings
- Expressing one's opinion while accepting ideas of others
- Using questions to obtain a more complete picture
- Remembering or recalling information
- Sharing or self-disclosure
- Supporting what others have said or done
- Taking turns in the conversation
- Gaining understanding or complete meaning from communication

From: Verderber, R.F., & Verderber, K.S. (1995). Inter-act: Using interpersonal communication skills. Boston: Wadsworth.

SEARCH

<p>State the Practical Problem</p>	<p>A practical problem often is:</p> <ul style="list-style-type: none"> • Poorly structured (it is not a neat clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to changes with elaboration • Gray or may have no "right answer" 	<p>What is the problem?</p> <ul style="list-style-type: none"> • What are the various aspects of the problem that make the solution difficult to determine? • Who is involved in the problem? • Who is affected by any solution? • What is likely to happen if I do nothing? • What do I want the outcome to be?
<p>Examine the facts, values, and people involved</p>	<p>This can be considered the research phase where all facts are determined & the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision-making is important at this point.</p>	<ul style="list-style-type: none"> • What facts do I need? • Where is the information available? • Who can I turn to for guidance? • What values are in conflict?
<p>Analyze the options</p>	<p>This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important as well as the impact on self and others. Determine the trade-offs for each option.</p>	<ul style="list-style-type: none"> • What are my options? • What are the short-term results for each action? Long-term consequences for each? • How will each outcome affect me? • Affect others I care about?
<p>Review the options & select the best choice</p>	<p>The steps above are thinking steps. This is the first action step. Every option is an action - even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.</p>	<ul style="list-style-type: none"> • What option best reflects my values and solves the problem? • Which option(s) am I unable to live with? • Which option do I choose?
<p>Chart and start an action plan</p>	<p>With all the facts stated, rated, and weighted, all that remains is to take action. A solution must be planned and implemented. You have to decide what you are going to do and how you will do it.</p>	<ul style="list-style-type: none"> • Which skills do I need for the actions • What resources do I have? Need? • What barriers might prevent me from taking this action? • How do I organize my actions?
<p>Highlight the outcome</p>	<p>This evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.</p>	<ul style="list-style-type: none"> • Did this choice solve the problem? • Did this choice create additional problems? • Would you apply this choice again? • What did you learn from this?

FCCLA Planning Process Overview

Identify Concerns



- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set a Goal



- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



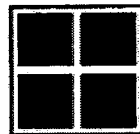
- plan how to achieve goal
- decide who, what, where, when, why and how

Act



- carry out project
- decide who, what, where, when, why and how

Follow Up



- evaluate project
- thank people involved
- recognize participants

Unit 1 Overview

Practical Problem:

What should be done about the work of the family?

Missouri Family and Consumer Sciences Competencies:

- D1. Investigate the work of the family.
- D2. Analyze the impact of family systems.
- D3. Analyze the changing roles of family members.
- D4. Examine the significance of the family.

Enabling Objectives for Competency Mastery:

- 1. Define "family" and "work."
- 2. Examine the significance of the family.
- 3. Explore the work of the family.
- 4. Evaluate family systems of action.
- 5. Examine multiple roles and responsibilities of individuals as it impacts work of the family.

Teacher Background Information

Rationale

Michael Novak (1987) observes that if the family breaks down, not all of the remaining institutions can put "society" back together again. Therefore it is important that adolescents have an understanding of the work of the family as both current and future family members. By understanding the work of the family, adolescents will more likely develop their human potential and achieve well-being.

Background

When analyzing the work of the family, a person must first define each of these two terms – work and family. According to Webster, family is (1) a body of person who live in one house and under one head: a household; (2) those descended from a common ancestor; a tribe, clan or race, kindred; (3) a group of closely related individuals or groups; a family of languages; (4) a group comprising immediate kindred; especially the group formed of parents and children. FCCLA defines family as (1) a group of persons, sometimes living under one roof who nurture and support one another physically and emotionally; (2) a mutually supportive team of individuals who work together and share skills and resources; (3) an environment created by

caring people where individuals learn to be productive members of society; (4) a context for discovery where individuals can comfortably accept challenges, make mistakes, have wins, be self-expressive, and grow at a personal pace.

Webster defines work as (1) exertion of strength or faculties to accomplish something; toil; labor; also employment; occupation; as, to be out of work and (2) that which is produced or accomplished by exertion or toil; product; also, anything accomplished; act; deed; feat, as a man of good works. Connie Sasse in *Families Today* (Glencoe 1994) defines work in two categories: (1) Household work - the tasks a family does in the home in order to keep up with day-to-day living and (2) Income-Producing Work - job or occupation that provides money for the family needs.

Why study the significance of families in general and work of the family specifically? We hear so much about the family today. The stories seem to be either negative (i.e., stories of family violence and failures to properly care for their young and old) or where have the "good old days" gone (i.e., federal statistics showing rising divorce rates, how three in ten births are illegitimate, or the disappearance of the Ward and June Cleaver family model) in tone. Perhaps all of the attention owes to shared assumptions that relationships between family members is prototype for all other social relations, that the family unit is the fundamental building block for all societies, and that the family is society's shock-absorber of social change. One cannot, for instance, expect a person to do more for a stranger or an acquaintance than he/she would do for a family member.

Despite controversies over what the "family" is, there is considerable evidence about what the consequences of family life are for individuals. For instance:

- Between 1981 and 1995, Yankelovich found that about three-fourths of Americans interviewed claimed that family life was their most important value.
- Studies of the various life spheres Americans report as being sources of a "great deal of satisfaction" consistently show family life being the most important.
- Marriage increases life expectancy by as much as five years.

If families are considered the basic unit of society, it is important to investigate the work of the family. The purpose of the *work of the family* is to meet the needs and develop the potential of individual family members and of the family as a whole (Brown & Paolucci, 1978; Staland, 1987; Wright, 1999). The work of the family work includes: providing the environment for family members to grow and develop, sharing cultures and traditions among generations, support and develop nurturing relationships, using actions to help family members and the family to be self directed. Specific examples of family work include caring for children, preparing meals, providing shelter, making decisions, sharing family responsibilities, or addressing family related problems.

The work of the family is accomplished through actions of family members. The family's actions can be examined through a framework called the *family systems of action* (Brown &

Paolucci, 1978; Thorsbakken & Shield, 1999). These actions can be viewed as an interrelated system, which includes technical, communicative, and emancipative. These actions are called the *family systems of actions*. Refer to **FACT SHEET #1: Family Systems of Action**. **Technical actions** focus on achieving a predefined goal or product and are important in meeting the family's needs for food, clothing and shelter. **Communicative actions** focus on reaching deeper levels of communication, achieving mutual understanding or shared beliefs. **Emancipative actions** (also called critical or reflective actions) require the use of both technical and communicative actions. Emancipative actions are those in which beliefs and actions are critically examined in order to empower oneself or others. All actions may be needed to resolve recurring concerns or issues of families.

Work of the family can also be examined by analyzing how the changing roles of family members affect the work of the family. A **role** is an expected pattern of behavior associated with a person's position in society. Roles are either given or chosen. A **given role** is one that is automatically acquired. At birth a person becomes a son or daughter. A **chosen role** is one that is deliberately selected. People may choose to marry and become husbands and wives. Outside the family, people look to others for role information. These people from whom we learn are called **role models**. When people learn about roles, they must decide how they want to behave in different situations. The behavior one anticipates is called a **role expectation**. Sometime there is disagreement over role expectations, which is called **role conflict**. Roles also change over time and during the different family stages.

In today's society, balancing work and family life means managing multiple roles. **Role strain** occurs when managing easily or effectively is no longer possible. Carrying out the dual roles of working and parenting in today's society has become an increasingly problematic set of activities for the majority of working adults. The neatly compartmentalized worlds of previous decades, when family management and breadwinning responsibilities were assigned primarily by gender, have all but disappeared. Today's reality is that most adults work outside the home. While this change has not negated the roles of child rearing and household management, it has forced a re-examination of whose roles these are and where family responsibilities lie.

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Analyzing the Work of the Family

Thorsbakken, P., & Schield, B. (1999). "Family Systems of Action." In J. Johnson & C. Fedje (Eds.), *Family and Consumer Sciences Teacher Education: Yearbook 19. Family and Consumer Sciences Curriculum: Toward a Critical Science Perspective* (pp. 117-131). Peoria, IL: Glencoe/McGraw-Hill.

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Videos

Ready For Life - Balancing Work and Family. 1995. Available from the Career and Technical Education Resources Center. #FCS V17. 20 min.

Work and Family Life. 1995. Available from the Career and Technical Education Resources Center. #FCS V147. 28 min.

Instructional Strategies**1. Define "family" and "work." (Competency D1)**

- a. Form a cooperative group. Divide this group in half with one group making a list of everything that comes to mind when you think of the word "family." The other group will do the same for the word "work." Your lists should contain one-word answers such as love, home, income, job, and time. Reform your cooperative group and share your lists. Appoint a recorder from your group to write the words on a sheet of paper divided into two columns with the words "family" and "work" at the top. Discuss the following questions.

Questions for Discussion/Formative Assessment:

What are some common descriptions of family that you can pull from your lists?

Compare and contrast some of the descriptions. Why do people's ideas of the term family differ?

What experiences might influence a person's perceptions or definition of family?

What are some common descriptions of work that you can pull from your lists?

Compare and contrast some of the descriptions of work. Why do people's ideas of the term "work" differ?

What experiences might influence a person's perceptions or definition of work?

- b. Stay in your cooperative group. Discuss/write a definition of "work" and a definition of "family." Share your group's definition with your class. As a class, develop a common definition for these two terms.

2. Examine the significance of the family. (Competency D1)

- a. Examine local newspapers for stories related to families meeting or not meeting the needs of family members, and of the family as a whole. What happens when a family meets the needs of family members? What happens when a family does not meet the needs of individual family members? What happens when the family does not meet the need of the family as a whole? Pair up with another student and share your answers to these questions with each other.
- b. Identify pictures of family members engaged with one another and completing various family actions. Share your picture with another student and hypothesize what is happening within the picture regarding the work of the family, and the significance of this to individual family members and the family as a whole.
- c. Read the following case study that focuses on the work of the family.

Case Study: Sarah and Michael have one child, Jacob, who is three years old. Sarah would like Michael to increase his child caring responsibilities. Sarah works part-time (about 15 hours, 3 days a week). Michael would like Sarah to increase her income so that they all have enough money to “get the better things in life.” Michael believes it is his primary responsibility to support his family and is concerned about earning money. Because of this he works almost 60 hours per week. This leaves little time to interact with Sarah and Jacob. Currently Michael’s mother watches Jacob when Sarah works. Soon, they would like to be able to send Michael to a preschool so he will be better prepared for kindergarten. It will stretch their budget in order to be able to afford to send Jacob to the preschool.

Form a small group to answer the following questions. What family needs are being met? Not being met? Why is the work that all family members do important? How might the parents in this case study prioritize their family work? (In effect focus on the development of their child vs. earning more money)? What other solutions might exist that Sarah and Michael have not considered? Present your answer to the class. Compare your answers to the other class groups.

- d. Keep the same group as above and develop your own case study focusing on family work and a specific problem/concern. When completed, share with the large group. Discuss questions such as used with the previous case study above.
- e. As a summary, do a “quick write” and respond to the following questions: Why is the work of the family important? What is the significance of the work of the family? Why is it important that families do different types/forms of actions? Report your answers to the class.

Questions for Discussion/Formative Assessment:

What is the purpose of a family?

What is the significance of the work that families do? Why is what families do important?

*What are the consequences if a family successfully completes their work?
What are the consequences if families do not successfully complete their work?*

3. Explore the work of the family. (Competency D1, D3)

- a. Pair up with a classmate. Brainstorm together to write a definition of family work. Share your definition with other student pairs. After sharing ask: What is the work of the family? What similarities/differences did you notice between your definitions?
- b. Watch a 5-10 minute portion of a current popular TV show (such as *Seventh Heaven*) which focuses on families. (If possible, also watch a portion of TV show that illustrates a family from another time period: *Ozzie and Harriet*, *I Love Lucy*, etc. or another culture.) After viewing the program, write a report answering the following questions. What did you notice about this family? What did the parents do in this family? How were the roles of the mother/father similar or different? What did children do in this family? Teenagers? What roles did they have in the family? What tasks/responsibilities? What chores did they do? Based on this television program, what is the work of this family?
- c. Form a cooperative group to develop a chart in which you compare "Families of Today" with "Families of the Past." And/or: Complete a data chart which compares/contrasts families of different cultures. Follow-up questions: What do families do today? How do family members spend their time? How do family members interact (or not interact) with one another? How is this different/ similar to what families did in the past? How does the work of the family differ among cultures?
- d. Working in a cooperative group, complete **ACTIVITY SHEET #1: Inductive Reasoning Strategy** to help you further think about your own understanding of family work.
- e. Complete **ACTIVITY SHEET #2: Family Interaction** activity to help you further think about the work of the family. After completing the activity, develop written plans for your family as a result of reflecting on your family interactions.

Questions for Discussion/Formative Assessment:

*What is the work of the family?
Why is the work of the family important?
How might families differ in the work they do? Why might some of these differences exist?
In what ways has the work of the family changed over time? Not changed over time? Why?*

4. Evaluate family systems of action. (Competency D2)

- a. Work with a group of students to develop a definition of *systems*. Collect one or more items or games that represent a system which works together, e.g., gears, flashlight, mousetrap, Spirograph, Legos, Playdough Factory, etc. Describe characteristics of the component parts of these items and what is needed to make the entire item or game work together. Present your findings to the class.

- b. Complete a concept analysis of "action." Working with the same students from the preceding activity, list examples of "action" and "inaction" in relationship to school, work or family life. From these lists, identify words, which describe action and inaction. Write a group definition of "action."
- c. Work with the same group to find pictures of persons or families engaged in actions. Write a description of the picture that describes the actions (or potential actions) that relate to these pictures.
- d. You and your group have just completed a concept analysis of activities related to systems and actions. Review and discuss **FACT SHEET #1: Family Systems of Action**. Then, as a group, write a definition of family systems of action.

Questions for Discussion/Formative Assessment:

What are characteristics and examples of systems? What are characteristics and examples of taking action?

What are the family systems of action?

What are alternative actions families might take? What are examples of technical, communicative and emancipative actions?

What is the relationship between the work of the family and the family systems of action?

5. **Examine multiple roles and responsibilities of individuals as it impacts work of the family. (Competencies D3, D4)**
 - a. Identify roles that you are currently experiencing in your life. Compare the similarities and differences in your roles with a small group of students. List the group's responses on a large sheet of paper. Discuss why there were differences in the roles listed. In your role as a student, what behaviors are expected from you? List behaviors beside the role listed on the board. In your role as family member/friend/part-time worker/athlete/etc., what behaviors are expected from you? List the behavior beside the role on the paper. As a group, write a definition for the word "role." Review **FACT SHEET #2: Role Definitions** to compare your answer to these definitions.
 - b. Complete **ACTIVITY SHEET #3: Changing Roles of Family Members** by yourself. Then compare your answers with your cooperative group. Analyze your results as a group and summarize your findings.
 - c. Complete **ACTIVITY SHEET #4: Roles and Responsibilities in the Community**. Be prepared to share your responses with the class.

Summative Assessments

Pencil and Paper

1. Write definitions of work of the family at the beginning of this unit. After you complete the unit, analyze your definitions and decide whether to rewrite them. Explain why you did or did not rewrite the definitions in a short report. (Competency D1)
2. **FCCLA Activity.** Plan and implement an "Integrate Work and Life" project from the *Career Connection* manual addressing the concern of the changing roles of family members. (Competency D3)
3. **FCCLA Activity.** Develop an "Illustrated Talk" for *STAR Events* about the challenges that people face as they try to integrate work and family life. (Competencies D1, D3)

Classroom Experiences

1. **FCCLA Activity.** Build your family team by defining roles and responsibilities. Working in small groups read and discuss the "Blueprint for a Dynamic Team" in the *Dynamic Leadership Handbook* as it relates to the family and family members. Identify ways family members can strengthen their family team by understanding the significance and work of the family. Launch a *Families First* project to encourage families to build their teamwork and team strengths. (Competencies D1, D2, D4)
2. Divide into cooperative learning groups. Plan and implement a project you believe is important to strengthen the work of the family. (Competency D1, D2)
3. Create a project about the family life cycle and its effect on the work of the family and family systems of action. Explain how family members integrate their changing roles and responsibilities to their family, career, and community throughout the life cycle. Present the project to an audience. Use the "INTEGRATE Work and Life" Project Sheet from *Career Connection* to plan and implement your project. (Competency D1, D2, D3)

Application to Real-Life Settings

1. You are to interview one of the people from the community list below as to his or her work of the family responsibilities. Remember that work of the family refers to work inside the home and outside the home. Bring your findings to the classroom and as a class compile a chart listing these responsibilities. Summarize your findings in a short report, a brochure,

PowerPoint presentation, school newspaper article, or other format for sharing information with others. (Competencies D1, D3)

Suggested list of people to interview:

- A high school junior or senior student
- A young person who chose not to complete high school or the GED and is employed
- A high school graduate in his/her first entry-level job
- A young, single professional
- A married person with no children
- A parent in a single-earner family with a parent who chooses to stay home to care for the children
- A parent in a dual-earner family with preschool children
- A parent in a dual-earner family with school-age children
- A single parent (mother or father)
- A parent who has married a second time and has children from both marriages
- A retired person who is married
- A retired person who is widowed
- Other as approved by your teacher

Inductive Thinking Activity: List/Group/Label

Directions: Form a cooperative group. This is an activity to help you think about the work of the family.

I. Concept Formation

List: As you answer the questions below, list your group's answers on sticky notes, one answer per slip of paper. Think about your own family or a family you have seen in a TV program as you answer these questions.

- What do the family members do?
- How do the family members interact?
- What does your family or specific family members do throughout the day?
- What traditions does your family carry out?
- What responsibilities does each family member have?

Group: Now that we have generated this list of ideas, sort the pieces of paper into stacks of like ideas. Think about how the various stacks of ideas are connected to one another. Brainstorm together within your group to answer the following questions.

- Why did you group each stack of ideas together?
- What characteristics does each stack have in common?
- Are there other ideas you would add to the list?

Label: Now that these items are grouped, make up a label for each of the groups and tape label on each stack. Record your group's list on a large sheet of paper and share your group's list with the class.

II. Interpretation of Responses/Data

Focus on identifying relationships, exploring relationships, or making inferences. Now that your group has viewed the results of other class groups, think about relationships of your ideas with the other groups. Brainstorm within your cooperative group to answer the following questions. Summarize your findings in a report.

- Are there similarities in the stacks your group generated with other group's stacks?
- Are there differences in the stacks your group generated with other group's stacks?
- What statements can you now make about the work of the family based on these ideas?

III. Application of Principles

Develop a hypothesis (e.g., what would happen if ...) and predict consequences, support predictions, and verify predictions. There are many different kinds of actions important to the work of the family. Answer these questions within your cooperative group and add the comments to the report started in the last section.

Activity Sheet 1 (cont.)

- What would happen if some of these actions were not accomplished or complete?
(Possible answers: Families may not be happy, their human needs may not be met).
- Why do you think this would happen?

IV. Debriefing (Conclusion)

Within your cooperative group, discuss the following questions and add comments to your group's report.

- How did this activity help you to think about the work that families do? (process)
- What would be 2-3 conclusions about what you learned today? (concept)

Family Interaction

Objectives. You will (a) reflect upon family interactions, (b) make connections between time spent with family and life lessons learned, and (c) gain an understanding of the work of the family.

Introduction/Set. Think of the times when your family spends the most time together. What are those times and how long do you spend interacting with one another? How often are you in the situation?

Learning experience. The instructions for the family illustration are (a) select a time in your childhood with vivid memories, (b) draw the setting and label where each person sat (dinner table, car, etc.), (c) identify in words or pictures the interactions among the people, and (d) list what you learned and the messages you hear. After completing the illustrations and lists, share what you are comfortable sharing and generate a list for the class on newsprint.

Definition. The work of the family is the action or work of family members to meet the needs and develop the potential of individual members and the family group as well as influence community goals.

Questions.

- What on this list helps individual family members develop?
- What on this list helps meet the needs of the family group?
- What on this list helps influence community goals?
- How could this list be categorized into groups or themes?
- Are there things learned about oneself? Relationships, social and community issues, responsibilities, how to hand problems, basic values and beliefs?
- How does spending time together (at mealtime) accomplish the work of the family?
- What technical action is required in this setting and to get people together?
- What communicative action takes place during this time?
- How did reflective (emancipative) action enter into the setting?
- How do families find time to interact with one another if they do not take time to eat together?
- What learnings are essential in today's society?
- What surprised you the most?

Evaluation.

Develop plans for your family as a result of reflecting on your family interactions.

Source: Holcombe, M. as found in Wright (1999, p. 114-115).

Changing Roles of Family Members

Two basic categories of work exist for families that involve different roles. The work a family does in the home in order to keep up with day-to-day living is **household work**. **Income-producing work** provides money for needs of the family. List 5 roles for each of the family members below for the two categories and explain how the roles have changed during the last 20 years.

Household Work

Roles in Household Work	How roles changed in last 20 years
<p style="text-align: center;">Father</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
<p style="text-align: center;">Mother</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
<p style="text-align: center;">Children</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	

Activity Sheet 3 (cont.)

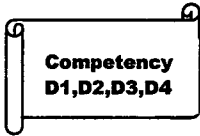
Income-producing Work

Roles in Income-producing Work	How roles changed in last 20 years
Father 1. 2. 3. 4. 5.	
Mother 1. 2. 3. 4. 5.	
Children 1. 2. 3. 4. 5.	

How have the above changes affected the work of the family?

What impact have these changes had on the family?

What impact have these changes had on work outside the home?



Roles and Responsibilities in the Community

Directions: Complete the questions and be prepared to share your responses with the class.

1. List three service organizations in your community/surrounding community. What services do they provide that relate to the family. Do these services impact the family and the family systems? Explain.

2. What service organization in your community would you be willing to help? Explain why.

3. Identify, by name, three people in your community who have or are fulfilling roles in community service. These roles could be as volunteers or in paid positions.

4. What do you personally feel that you have to give to your community? Has your changing role in the family affected how you participate in the community?

5. What issues in your community do you believe need to be addressed relating to family systems of action and the work of the family? How might you assist in addressing these issues?

6. What are your feelings and opinions concerning a family's roles and responsibilities in community involvement in general?

Fact Sheet 1

Family Systems of Action

The work of the family is done through three interrelated and interdependent kinds of action – the **family systems of action**. These actions are **technical, communicative, and emancipative**.

TECHNICAL ACTION

- Focus: work and the application of a procedure to obtain a specific outcome – “to achieve X, then do Y”
- Transmission of knowledge and skills
- “How-to” methods and tools that family members use to carry out the work of the family
- Requires manipulation of objects

COMMUNICATIVE ACTION

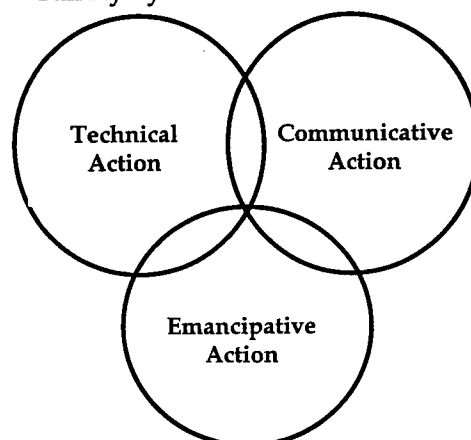
- Focus: uncovering values and intent of communication, actions, symbols, and exchange of meaning through language
- Transaction through problem-solving, caring relationships, and leadership-management
- Sometimes called interpretive action - interpretation of rules, culture, family history
- Involves cooperative dialog (not commands or one way talking) to reach understanding and agreement
- Clarification of meanings, assumptions, investigating implications of ideas

EMANCIPATIVE ACTION

- Focus: the power of transformation through personal and social change
- Sometimes called critical or reflective action
- Actions based on moral and ethical judgments
- Encourages family members to act freely and with responsibility

The systems of action are not used in a linear (step-by-step) process. All three kinds of action are needed in families as they perform the work of the family, grow as individuals, and contribute to society. Only by using all of the systems of action are the perennial practical problems able to be addressed through practical reasoning.

Family Systems of Action Illustration



Fact Sheet 2

Role Definitions

- Role** A role is a set of behaviors that are encouraged and expected of an individual in a given social position at a given time.
- Given Role** A given role is one that you automatically acquire (i.e., son, daughter, sister).
- Chosen Role** A chosen role is one that is deliberately selected (i.e., husband, wife).
- Role Model** Role models are the people from which you learn. They shape your thinking, giving you examples of behavior to copy.
- Role Expectation** The behavior you expect from someone is called a role expectation.
- Stereotype** A stereotype is a standardized idea about the qualities or behavior of a particular category of people.
- Role Conflict** The disagreement over role expectations is called role conflict.

Unit 2 Overview

Practical Problem:

What should be done about the work of the family?

Missouri Family and Consumer Sciences Competencies:

- D5. Solve problems related to family/consumer resource management.
- D6. Solve problems related to nutrition and wellness.
- D7. Solve problems related to family and human development.
- D8. Analyze the impact of family on career choices.
- D9. Utilize FCCLA programs to explore leadership related to families.

Enabling Objectives for Competency Mastery:

1. Identify recurring or continuing concerns of the family.
2. Examine actions needed to resolve concerns related to family/consumer resource management.
3. Examine actions needed to resolve concerns related nutrition and wellness.
4. Examine actions needed to resolve concerns related to family and human development.
5. Examine the impact of family on career choices.

Teacher Background Information

Rationale

An understanding of recurring or continuing concerns of the family is important in order to take action to address those concerns. These concerns are critical issues because they involve family/consumer resource management, nutrition and wellness, and family and human development - all crucial to the functioning of a family unit.

Background

Continuing or recurring concerns of the family are issues or problems, which recur across generations (Brown, 1978; Brown & Paolucci, 1978; Hultgren & Wilkosz, 1986; Montgomery, 1999). Caring and nurturing family members, developing human potential, meeting needs for food, clothing and shelter, are all examples of recurring concerns. Because these are value-related concerns, they may be addressed from different perspectives.

Continuing concerns are value-related problems, which may require choices among alternative values. An in-depth examination of continuing concerns requires the consideration of the multiple perspectives held by individuals, families, or others in relationship to the concern. Examination also requires consideration of the context of the concern, such as the historical, political, economic, cultural, gender-related to other relevant factors.

To encourage in-depth examination, continuing concerns are often stated in the form of a question "What should be done about . . .?" Examples of recurring concerns questions include: What should be done in order to nurture children? What should be done to meet food needs? What should be done to help children and adults develop human potential? Or what should be done to develop family strengths? Putting the concerns in the form of a question helps to take an inquiry-oriented approach in developing resolutions to these concerns.

Continuing concerns are resolved through reflective judgment in order to determine what actions (or in-actions) should be taken (Brown, 1978). Reflective judgement can be accomplished through practical reasoning in which the context of the problem, valued ends or ultimate goals, alternative means or strategies, and consequences are considered.

Strategies that may help resolve continuing concerns include technical, communicative, and emancipative (liberating/freeing) actions. **Technical actions** focus on developing a product or achieving a specific goal. **Communicative actions** focus developing a shared understanding or beliefs. **Emancipative actions** focus on issues of empowerment and critical examination of issues. Refer to **FACT SHEET #1: Family Systems of Action** in Module 3 Unit 1 for additional information about these actions.

There are alternative ways in which students may address questions of continuing concerns. Students may identify their own questions, examine the concern, and develop a plan of action. Another alternative is the teacher identifies specific concern and structures the unit/lesson to move toward a resolution of the concern. Three continuing concerns are identified in this unit: What should be done about family/consumer resource management? What should be done about nutrition and wellness? And, what should be done about family and human development?

Family Impact on Career Choices

There are six family stages that impact career choices. The stages are (1) The Couple, (2) Expanding Circle, (3) Peak Stage, (4) Full House, (5) Shrinking Circle, and (6) Empty Nest.

Stage 1: The Couple begins at marriage and ends with the birth of the first child. Working couples probably have two major roles at this point: spouse and employee and have a great deal of freedom to come and go.

Stage 2: Expanding Circle starts with the birth of the first child and ends with the birth of the last child. Men often experience unexpected conflicts about their jobs and the balance of professional and domestic commitments. They may question the adequacies of their salary because they are recognizing that children are expensive. Women often experience expected

conflicts about their jobs and the balance of professional and domestic commitments. The man and woman can separate employee and spouse roles, but what is difficult is separating the spouse and parent roles. These roles are in constant competition, intruding on each other and wanting more attention.

Stage 3: Peak Stage is when there are two or more preschool children in the family. At this point some women tend to drop out of the work force; which means leaving the work force precisely at the time they have acquired years of experience and are becoming the most valuable to their employers. And careers for many have become vehicles for self-fulfillment.

Stage 4: Full House begins when the youngest child enters school and ends when the oldest child leaves home. Many women make the decision to return to work.

Stage 5: Shrinking Circle is when the family begins to get smaller. It begins when the first child leaves home and ends when the last child departs.

Stage 6: Empty Nest is when all the children have left home and the parents return to the solitude of stage one. In most cases the couple has retired from work but may continue part time jobs because of money needs or the self-fulfillment received from working. Sometimes the person seeks a new job, which is often called a "second career," although it is actually just a new phase of the person's ongoing lifetime career.

References

TEACHER NOTE: Refer to the References and Video Sections in Module 3, Unit 1 for additional resources available from the Career and Technical Education Resources Center.

Brown, M. *A Conceptual Scheme and Decision-rules for the Selection and Organization of Home Economics Curriculum Content*. Madison, WI: WI Department of Public Instruction, 1978.

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Hultgren, F., & Wilkosz, J. "Human Goals and Critical Realities: A Practical Problem Framework for Developing Home Economics Curriculum." *Journal of Vocational Home Economics Education*, 4(2), 135 - 154, 1986.

Montgomery, B. "Continuing Concerns of Individuals and Families." In J. Johnson & C. Fedje (Eds.), *Family and Consumer Sciences Teacher Education: Yearbook 19. Family and Consumer Sciences Curriculum: Toward a Critical Science Perspective* (pp. 80-90). Peoria, IL: Glencoe/McGraw-Hill, 1989.

Instructional Strategies

1. Identify recurring concerns of the family. (Competencies D5, D6, D7)
 - a. Complete **ACTIVITY SHEET #1: Examples of Continuing Concerns**. Read *examples* of questions: What should be done about caring for children? What should be done to nurture family members? What should be done about meeting the food needs of the family? What should be done to meet the clothing needs of families? Brainstorm with a team of students for additional examples of these types of questions.

TEACHER NOTE: Possible answers for the above activity include: All are stated in the form of a question; questions are focused on the family; questions may occur across generations (not specific to one-time period); the questions are value related; different persons or families may answer the questions in different ways. Students may also identify characteristics of the non-examples: Not all are in form of a question; emphasis is on a specific answer or the development of a product.

- b. Continue working with your team and brainstorm a list of both responsibilities and problems of families from today and 100 years ago. Record ideas on note cards or sticky notes and post on a wall. Group like ideas together by moving the sticky notes. Share your ideas with the other teams in class to combine all ideas under several major headings. From the headings identified develop questions of continuing concern.
2. Examine actions needed to resolve concerns related to family/consumer resource management. (Competency D5)
 - a. Use **ACTIVITY SHEET #2: SEARCH for Solutions**, to address a practical problem(s) related to family/consumer resource management. Some examples of practical problems that might be addressed:

What should I do regarding making consumer choices? (Reliable sources of consumer information; factors affecting consumer decisions and choices; consumer rights and responsibilities)

What should be done about managing individual and family resources? (Developing and implementing an individual/family budget; consumer purchasing skills; time management and decision-making skills)

How do I plan for financial security? (Financial planning strategies; consumer credit; insurance; financial services)

3. Examine actions needed to resolve concerns related nutrition and wellness. (Competency D6)

- a. Use **ACTIVITY SHEET #2: SEARCH for Solutions**, to address a practical problem(s) related to nutrition and wellness. Some examples of practical problems that might be addressed:

What should be done regarding ensuring wellness? (Health and wellness strategies throughout the life cycle; reliable sources of information about health and wellness; societal issues impacting health and wellness)

What should I do regarding food choices? (Nutritional needs across the life span; criteria for evaluating food choices; health concerns influenced by food choices; cultural, family, and ethnic influences on food choices; planning food choices in and away from home)

4. Examine actions needed to resolve concerns related to family and human development. (Competency D7)

- Use **ACTIVITY SHEET #2: SEARCH for Solutions** to address a practical problem(s) related to family and human development. Some examples of practical problems that might be addressed:

What should I do regarding enhancing my personal development? (Developing a positive self-concept; enhancing personal and family communication skills; evaluating personal values, needs, goals, and wants)

What should I do regarding family relationships? (Impact of social, economic and technological changes on the family; family stress management strategies; problem-solving and decision-making skills)

What should be done about responsible parenting decisions? (Characteristics of positive parenting; parental rights and responsibilities; factors and choices related to parenting)

How do I plan safe environments for families and children? (Conflict resolution and management skills; components of a safe environment; community resources for violence prevention, reporting and counseling)

TEACHER NOTE: The practical problems identified in Instructional Strategies 2a - 4a are provided as examples to stimulate student thinking about possible practical problems in the content areas of family/consumer resource management; nutrition and wellness; and family and human development. They are not an all-inclusive list to use with the SEARCH problem-solving model. Students may identify other practical problems of interest to them for each of these three content areas.

5. Examine the impact of family on career choices. (Competency D8)
 - a. Divide into cooperative learning groups. Complete **ACTIVITY SHEET #3: Impact of Family on Career Choices** by selecting one of the case studies and answering the questions associated with that study. Each group will present its results to the class. Compare and contrast responses from different groups who have the same case study. Individually answer the questions after the case studies and share your answers with your group.

Summative Assessments

Pencil and Paper

1. Identify a continuing concern in one of the three following areas: family/consumer resource management, nutrition and wellness, and family and human development. Write examples of technical, communicative and emancipative actions that could be used in resolving the concern. (Competencies D5, D6, D7)
2. Building on the continuing concern identified above, review **FACT SHEET #1: SEARCH** and complete **ACTIVITY SHEET #2: SEARCH for Solutions** step-by-step process to solve the practical problem. (Competencies D5, D6, D7, D9)

Classroom Experiences

1. **FCCLA Activity.** Divide into teams and select one of the following activities to complete from *Financial Fitness*. Prior to completing these projects, each team should design a scoring guide appropriate to their activity for critiquing the final project. Be sure to include the following elements in each of these scoring guide: teamwork, content, final product, etc.
 - Using "Banking Basics" from *Financial Fitness*, collect information on local and national credit cards available to teens. Make a chart showing requirements, interest rates, and annual fees. Set up your chart in a busy school area and answer students' questions about credit card choices. Use the scoring guide you designed to assess this project. (Competency D5)

- Using "Cash Control" from *Financial Fitness*, find out how much it costs to operate a "typical teen car" for one month. Then set up a display in school showing monthly expenses for gas, insurance, car payments, and maintenance. Use the scoring guide you designed to assess this project. (Competency D5)
 - Using "Making Money" from *Financial Fitness*, survey students, family members, and neighbors to discover what teens are paid to care for children, mow lawns, care for pets, wash cars, and other odd jobs. Summarize this information in an article for the school paper and/or a brochure that is handed out to students. Use the scoring guide you designed to assess this project. (Competency D5)
 - Using "Consumer Clout" from *Financial Fitness*, make a list of items a "typical" teen might buy for back-to-school use. Then compare the cost of buying these items locally versus traveling to another community or outlet center to buy them, including travel costs. Publish a teen fact sheet with the findings and submit to the school paper. Use the scoring guide you designed to assess this project. (Competency D5)
 - Using "Financing Your Future" from *Financial Fitness*, research the costs of setting up an apartment, including rent, utilities, insurance, furnishings, and security deposits, etc. Develop a media presentation highlighting your findings. Use the scoring guide you designed to assess this project. (Competency D5)
2. **FCCLA Activity.** Identify a continuing concern an individual or family might encounter related to family/consumer resource management; nutrition and wellness; or family and human development. Use **ACTIVITY SHEET#2: SEARCH for Solutions** to identify a practical problem related to the concern. Plan a class or chapter project to address the problem using **FACT SHEET #2: FCCLA Planning Process**. Implement the project and if appropriate, develop into a *STAR Events* project for competition. (Competency D5, D6, D7, D9)
 3. Working in groups, develop skits demonstrating how the various family stages affect career choices. Develop at least one skit for each of these stages which are: (1) The Couple, (2) Expanding Circle, (3) Peak Stage, (4) Full House, (5) Shrinking Circle, and (6) Empty Nest. Demonstrate your group's choice of career role for the husband and wife during these stages. Summarize this information in a display for students in your school. (Competency D8)

Application to Real-Life Settings

1. **FCCLA Activity.** Identify a community organization or agency that holds an interest for you. Identify a concern the organization or agency might have and develop a practical problem to address the concern using **ACTIVITY SHEET #2: SEARCH for Solutions**. Plan a class or chapter project to address the problem using **FACT SHEET #2: FCCLA Planning Process**. Implement the project and if appropriate, develop into a *STAR Events* project for competition. (Competencies D5, D6, D7, and D9)

Examples of Continuing Concerns

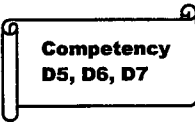
Directions: Brainstorm with your team for additional examples of continuing concerns.

Examples

- What should be done about caring for children?
- What should be done to nurture family members?
- What should be done about meeting the food needs of the family?
- What should be done to meet the clothing needs of families?
-
-
-
-

Characteristics of Continuing Concerns

- ❖ Example: Always stated as questions
- ❖
- ❖
- ❖
- ❖
- ❖



SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:

FACTS:

CONSIDERATIONS:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:

POSSIBLE CONSEQUENCES: EXPECTED OUTCOME

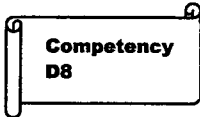
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

- | |
|--|
| Relevance to the problem
Ethical base (positive long-term effects on all involved)
Ability to resolve the problem
Strength based on facts |
|--|

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?



Impact of Family on Career Choices

Directions: Working as a team, select one of the following case studies. Read the case study and answer the questions that follow for each case study.

Case Study 1

Ben and Cynthia are both 21 years old and recently married. Both graduated from college and have just begun careers in computer companies. Each career has the potential for a lot of travel. They have talked about buying a new car and having a baby. However, neither has had the time to actively look for a car. Cynthia has also decided that becoming pregnant would change her ability to travel on her job and thus jeopardize her chances for advancement in the company. Ben and Cynthia have decided to set some goals regarding their careers and their desires for a car and a baby.

- Based on this scenario what are the career choices for Ben and Cynthia?
- Based on their decision, what family roles will they play and how will it affect each of their careers? Now? In the Future?
- Are their advantages to planning their lifestyle choice at this point in time?
- What are some possible conflicts they face when they make their decision?

Case Study 2

Judy is an 18-year old single mother with a 2-year old son, Steve. She finished high school but has no skills to help her find a good enough job to support Steve on her own. She is currently living with her elderly grandmother, who has a small fixed income that barely supports the three of them. Judy has been bringing home some money by babysitting two other children. Judy would like to go to court reporting school but would need to find day care for David. Her grandmother has offered to take care of Steve part time, but her health would prevent her from keeping the toddler full-time.

- Based on this scenario what are Judy's choices as it relates to a career?
- Based on her decision, what are Judy's choices regarding the care of her son?
- What are some possible conflicts or challenges she faces after she makes her decision?
- What are some of the advantages and disadvantages in Judy's situation?

Activity Sheet 3 (cont.)

Case Study 3

Betty is a 17-year-old high school senior with plans to attend a two-year technical training program after graduation. A great deal of her time will be spent learning and working hard to achieve her goal. She is dating Joe, a local junior college student. Betty has told her best friend that she may break up with Joe because she will not have time for the relationship while completing her training. However, she cares very much for Joe and knows he feels the same way about her.

- What are some of the choices that Betty has?
- What choices are based on the work aspect of Lauren's lifestyle?
- Which choices are based on the personal/family aspects of her lifestyle?
- How can Lauren achieve more of a balance in her lifestyle?

Discussion Questions: After completing the above case studies, discuss and answer the following questions within your group.

- What are some choices and decisions that you are making now that will affect future lifestyle roles and responsibilities and career choices?
- What will be the effects of these choices and decisions?
- How do these decision influence your present and future family roles and careers?
- What type of balance in school, work, personal, and family roles do you think you want in your life?

Fact Sheet 1

S E A R C H

<p>State the Practical Problem</p>	<p>A practical problem often is:</p> <ul style="list-style-type: none"> • Poorly structured (it is not a neat clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to changes with elaboration • Gray or may have no "right answer" 	<p>What is the problem?</p> <ul style="list-style-type: none"> • What are the various aspects of the problem that make the solution difficult to determine? • Who is involved in the problem? • Who is affected by any solution? • What is likely to happen if I do nothing? • What do I want the outcome to be?
<p>Examine the facts, values, and people involved</p>	<p>This can be considered the research phase where all facts are determined & the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision-making is important at this point.</p>	<ul style="list-style-type: none"> • What facts do I need? • Where is the information available? • Who can I turn to for guidance? • What values are in conflict?
<p>Analyze the options</p>	<p>This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important as well as the impact on self and others. Determine the trade-offs for each option.</p>	<ul style="list-style-type: none"> • What are my options? • What are the short-term results for each action? Long-term consequences for each? • How will each outcome affect me? • Affect others I care about?
<p>Review the options & select the best choice</p>	<p>The steps above are thinking steps. This is the first action step. Every option is an action - even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.</p>	<ul style="list-style-type: none"> • What option best reflects my values and solves the problem? • Which option(s) am I unable to live with? • Which option do I choose?
<p>Chart and start an action plan</p>	<p>With all the facts stated, rated, and weighted, all that remains is to take action. A solution must be planned and implemented. You have to decide what you are going to do and how you will do it.</p>	<ul style="list-style-type: none"> • Which skills do I need for the actions • What resources do I have? Need? • What barriers might prevent me from taking this action? • How do I organize my actions?
<p>Highlight the outcome</p>	<p>This evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.</p>	<ul style="list-style-type: none"> • Did this choice solve the problem? • Did this choice create additional problems? • Would you apply this choice again? • What did you learn from this?

FCCLA Planning Process Overview

Identify Concerns



- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set a Goal



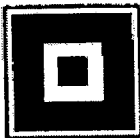
- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



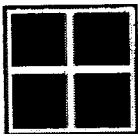
- plan how to achieve goal
- decide who, what, where, when, why and how

Act



- carry out project
- decide who, what, where, when, why and how

Follow Up



- evaluate project
- thank people involved
- recognize participants

Unit 1 Overview

Practical Problem:

What should be done about work, jobs, and careers?

Missouri Family and Consumer Sciences Competencies:

- E1. Examine workplace policies.
- E2. Examine work ethics.
- E3. Demonstrate appropriate work attitude and behaviors.
- E4. Compare the impact of career choices on family life.
- E5. Develop a plan for achieving career goals.
- E6. Utilize FCCLA programs to explore leadership related to work and careers.

Enabling Objectives for Competency Mastery:

1. Explore the concepts of work, job, and career.
2. Examine the context of the workplace policies. (e.g., leaves, dress codes, use of technology, etc.)
3. Identify appropriate work attitudes, behaviors, and work ethics.
4. Examine the impact of work/jobs/careers on family life.
5. Develop a plan of action to achieve work/job/career goals.

Teacher Background Information

Rationale

There are rapid changes in jobs and careers. Preparation is needed in transferable knowledge/skills rather than only on job specific skills. Decisions regarding jobs and careers need to be made with regard to the family. There is a widening gap between what individuals are able to earn and what is required to meet the needs of the family. (Heymann, 2000; Fredriksen-Goldsen, & Scharlach, 2001; Friedman & Greenhaus, 2000).

Background

Personal and professional definitions of work, job, and career continue to change over time (Moses, 1999; Coomer, 1987). These definitions vary depending on motivation, individual needs or obligations, stage of life, and general attitude toward work. For many people, work is a

Exploring Work, Jobs, and Careers

valuable part of life. Work brings purpose to life. It not only provides something to do, it also brings rewards.

Two basic categories of work exist for families and individuals. One category is the work that keeps the household going. Not all work results in pay. Many people work in the home and other places for no salary or as volunteers. This work a family does in the home is necessary to keep up with day-to-day living. Although people seldom get paid for household work, such work is worthy of value and appreciation.

The second category of work is the work that produces income. It is paid employment for a specific set of tasks. This work leads to the production of a specific set of goods and/or services.

The motivation to work is affected by a person's attitude toward employment. **Work ethic** is the term used to explain an individual's or a family's attitude about work. Someone's work ethic or attitude toward work might be: "I value work, and I want to work hard to make my life or my family's life better."

The American work ethic suggests that all able-bodied people should work and that work should be a major part of a person's life. Efficiency and productivity are regarded as virtues. A strong work ethic encourages individuals to arrive at work on time; to be responsible, dependable, and loyal to the business; and to strive for success and doing the best job possible at a particular job. The American work ethic includes rewards such as pay raises, fringe benefits, recognition, and promotions for such behavior.

There are alternative frameworks for thinking about the skills and knowledge needed by workers today. Lover, Larrick & Cobb (1997) identified ten categories within work and family that were important: (a) learning to learn; (b) reading, writing, and mathematics; (c) communication; (d) adaptability (creative and critical thinking and problem solving); (e) personal management (self-esteem goal setting/motivation and personal/career development); (f) group effectiveness (interpersonal skills, negotiation, and teamwork); (g) influence (understanding of the organizational structure and leadership); (h) technology; (i) science; and (j) home/family management and relationships. Anne Perryman (March 1993) identified "Things Your Boss 'Just Expects You to Know'," as listed on **FACT SHEET #3**.

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified foundational skills and competencies needed for work (1991). Foundation skills included: basic skills (reading, writing, math and communication), thinking skills, and personal qualities, such as self-management and sociability. Competencies included utilization of resources, interpersonal skills, interpretation of information, an understanding of systems, and application of technology. Refer to **FACT SHEET #5, Foundational Skills and Competencies Needed for Work**.

How does all this impact work-related choices on family life? Over the years the way people have handled work has changed. A job that produces a family's income and household work are both big time and energy commitments. Combining both can be like having two full-time jobs. Problems come when one person bears too much of the burden. Even when workloads

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are shared equitably, managing the work of the family can still be a challenge. Also, people once believed that they could separate job and home life. Now they know that what happens at home affects the job and vice versa. There is definitely an interrelationship between job and family life – a relationship that forms the work of the family.

Family issues that impact work-related career choices on family life include women in the work force; men's involvement in work and family; dual-wage earners; children; child care; housework; the elderly; single-parent families; blended families; divorce; teenage work and school; teenage sexuality and pregnancy; drugs, alcohol, crimes; and teenage suicide.

Taking into consideration the family issues that impact career choices on family life, it is critical to develop a plan of action to achieve job/career goals that are satisfying. A career is more than just a job, or working, or one's occupation. Generally, it is one's progress through life, one's growth and development in vocational and avocational areas of life. Specifically, a career is one's progress within an occupation or series of occupations.

Career goals must be determined first. Career goals give direction to career preparation, career development, and career advancement. Without goals, individuals have no sense of direction, no guide for action, and no reason for working. A goal is a desired state of future affairs and serves as a guide for action and an explanation of why work is done. Career goals include long-term goals, medium-range goals, and short-term goals.

After determining job/career goals, a plan of action can be used to achieve these goals. The career planning process can be divided into six steps: (1) self-assessment; (2) career exploration; (3) targeting (target a primary career goal); (4) career preparation; (5) marketing (selling personal self/skills/training); and (6) career management.

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Work and Family Life. 1995. Available from the Career and Technical Education Resources Center. #FCS V147. 28 min.

Instructional Strategies

1. Explore the concepts work, job, and career. (Competencies E1, E2, E3, E4, E5)
 - a. Working in a small group, develop definitions for the words "work," "job," and "careers." Distinguish between the terms of "job," and "careers." Share your definitions with the class. Explain why it is important to know the difference between these two words when planning for a lifelong career. Review **FACT SHEET #1: Definitions for the World of Work** after you have written your own definitions.

Questions for Discussion/Formative Assessment:

- Do you plan to have a career? Why or why not?*
 - What would happen if everyone viewed their work as a career?*
 - What would happen if everyone viewed their work as a job?*
 - How would the goals for a job and the goals for a career be similar? Different?*
- b. Brainstorm with another student "why people work." Join two other pairs of students to group your ideas as to economic, social, or personal reasons for working. Use **ACTIVITY SHEET #1: Why Do I Work?** to compile the ideas. After completing this activity, refer to **FACT SHEET #2: Reasons for Working** to compare your ideas with this list. Compare the two lists and revise, as needed.
 - c. Invite a variety of speakers (employees and employers) for a panel discussion regarding their personal and professional perceptions of work.
 - d. Brainstorm a list of advice or guidance received about work from individual, family members, teachers or others. Summarize your findings in a written report.
 - e. Search the Internet and other resources for information about work. What meanings are portrayed about work from these sources? Do these meanings agree or disagree with your definition in Instructional Strategy 1a? Present your findings in an oral presentation to your class.

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- f. Review the classified section of the newspaper. Identify examples of jobs, careers, and professional positions. List the skills and knowledge needed for each of these positions. Look for similarities and differences among the positions. Share and compare this information with a classmate.

Questions for Discussion/Formative Assessment:

- What meanings are associated with work? How are these meanings developed?*
- What meanings are associated with jobs or careers? Is work necessary? Why?*
- What forms and levels of knowledge and skills are needed within jobs or careers?*
- What messages do we receive about work from other individuals, schools, families or the community?*
- What messages do we receive about work from the television, the Internet or other information sources?*

2. **Examine the context of the workplace policies. (e.g., leaves, dress codes, use of technology, etc.) (Competency E1)**
 - a. Visit work sites or invite to the class, representatives from business settings and/or human services agencies. Ask the manager/supervisor/representative to discuss workplace policies (i.e., leaves, dress codes, use of technology). Compare/contrast the workplace policies of the various work sites in an oral report to your class or summarize this information in an article for your school or community newspaper.
 - b. Examine the workplace policies of your school. Interview various individuals within the school setting regarding these policies. Summarize the findings of the interviews and compare the worksite policies from Instructional Strategy 2a with the school workplace policies. Are they similar or different? Chart this information.
 - c. Engage in job shadowing experiences to develop an understanding of the workplace policies at a workplace setting. Keep a written journal of your experiences.

Questions for Discussion/Formative Assessment:

- How are the policies of the various work sites different? Similar?*
- How do individual responsibilities contribute to the policies of the workplace?*
- To what extent might the workplace policies influence your job/career decisions?*

3. **Identify appropriate work attitudes, behaviors, and work ethics. (Competencies E2, E3)**
 - a. Review **FACT SHEET #3: Things Your Boss 'Just Expects You to Know.'** Working in a small group, imagine that you are the employer. Make a list of attitudes, behaviors, and ethics that you want your employees to have to insure the success of your company. Share your list with the class and compare.
 - b. In the same small group you participated in for Instructional Strategy 3a, select a specific career/job. As a group, complete **ACTIVITY SHEET #2 Characteristics and Skills Needed for Worker Success**, identifying the skills/characteristics needed for that

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career/job. Prepare a Venn diagram that illustrates the relationship between the skills/characteristics you have identified with those your group listed for Instructional Strategy 3a.

TEACHER NOTE: Venn diagrams and other graphic organizers are described in Section 4: "Program Implementation: in the *Implementation Handbook for Family and Consumer Sciences* or *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, page 67.

- c. Review **FACT SHEET #4: Employer Survey Results: Characteristics and Skills Needed for Worker Success** to see how 86 employers, human resource managers, and supervisors ranked these characteristics. Compare your list with the business employer list. Discuss this comparison as a class.
- d. Working in groups, brainstorm words that you would use to define "ethical." Take your group's list and place in order of importance using **ACTIVITY SHEET #3: Defining Ethical Characteristics**. Write a paragraph summarizing how your group would define "ethical." Compare your list and written definition with the other groups in your classroom.
- e. Using **ACTIVITY SHEET #4: Who Me?" -- Ethical Situations** to determine if the situation is ethical. Justify your decision on the chart.
- f. Review **FACT SHEET #5: Foundational Skills and Competencies Needed for Work** identified by the Secretary's Commission on Achieving Necessary Skills. In small groups, investigate the importance of these skills and develop an activity to relay their importance to the class.
- g. Ask students to develop case studies based on their own experiences or observations related to appropriate and inappropriate attitudes, behaviors, and ethics within the school, home, and workplace.

Questions for Discussion/Formative Assessment:

What knowledge and skills are needed for specific career or occupational areas?

What knowledge and skills are first learned within the family? The school setting?

What jobs will help to prepare you for future career goals?

4. Examine the impact of work/jobs/careers on family life. (Competency E4)

- a. Form a group. Think about your own family (or a family from a television program or movie). Identify indicators, which show the impact of work on the family and of the family on work. Using **ACTIVITY SHEET #5: Identifying Work Demands**, fill in your indicators for your situation. Then compile all of the indicators from the group on one sheet. Examples of indicators could include less time to spend with family and more money to spend on family needs. Compare and contrast how work is impacting each of

your work-related choices for your family life and summarize your findings for the class.

- b. Identify articles from popular literature on work and family life. Read these articles and discuss if the articles accurately reflect your own experiences about work and life. Working in pairs or small groups, conduct research, take photos, and write your own articles on work and family life. Collect the articles and produce a class magazine.

Questions for Discussion/Formative Assessment:

What is the impact of work choices on family life?

What types of jobs/careers will help support the life you desire?

In what ways might work promote or prevent individual and family well being?

What factors might need to be considered when selecting a job/career with regard to the family?

5. Develop a plan of action to achieve work/job/career goals. (Competency E5)

- a. Invite a speaker in your community such as a university career center director, probation officer, human relations director, technical school recruitment officer, or U.S. Armed Services representative. Ask the speaker to address the value of career, of setting short-term and long-term career goals, of a positive attitude toward career, and of experiences to help one achieve career goals. Following the presentation, work as a group to evaluate the speaker's message using the following questions:
 - Why was work important to this person?
 - What background experiences did this person have that gave him/her the ability to do this job?
 - How did this person's career choice affect his/her family?
 - If you wanted to do this kind of work, how could you prepare for such a position?
 - What would be your short-term and long-term goals?
 - Why are these types of goals important?
 - What happens when a person has long-term career goals without short-term career goals?
 - What happens when a person has no career goals?
 - When should you begin planning your career?
 - Summarize your findings in a written report.
- b. Develop a "goal time line" which includes short- and long-term job and career goals. Use **ACTIVITY SHEET #6: Goal Time Line** to help you with this assignment. On a separate sheet of paper, write what actions you must take to accomplish these goals.
- c. If available, use *Choices* software (www.yzd.k12.sd.us or www.canrom.net) or *Choices CT* (www.careerservices.ius.edu) to explore careers in an area of interest.
- d. Select a specific job or career. Using the information that you compiled in **ACTIVITY SHEET #6: Goal Time Line**, follow the step-by-step process in **ACTIVITY SHEET #7:**

SEARCH for Solutions to develop a plan of action to achieve your work/job/career goals.

Questions for Discussion/Formative Assessment:

What are your short and long term work/job/career goals?

Why are these goals important to you?

What specific actions are needed to achieve these goals?

What factors influence your focus on these goals?

What will facilitate or inhibit the achievement of these goals?

What resources are needed to help achieve these goals?

Summative Assessments

Pencil and Paper

1. Write a song, poem, or other creative writing about the relationship between work/careers and family. (Competency E4)
2. **FCCLA Activity.** Create a *Power of One* project using "Working on Working." (Competency E5)
3. **FCCLA Activity.** Using the "LINK UP to Jobs" project sheet in *Career Connection*, develop a plan for pursuit of a career or job. (Competency E1)

Classroom Experiences

1. Based on your discussion and activities in this module, work in small groups to develop a survey that lists reasons why people work and how their career choice impacts their family life. Compile the results from these groups and develop one survey to be used by the class. Give the survey to a parent, to one other adult person, and to one teen who has a part-time job. Compile the results, keeping the teen survey results separated from the adult survey results. Compare and contrast the findings in a PowerPoint presentation to the class and/or a brochure or handout for your school classmates. (Competency E5)

Questions for Discussion/Formative Assessment:

Did you expect differences in the results from the teen surveys vs. the adult surveys? Why or why not?

If there are differences, what might be the reasons behind the differences?

Which reasons had similar responses from both the adults and teens? What might be the reasons behind these similarities?

How might the information gained from this survey be of use/helpfulness to an employer who is looking for ideas on how to motivate his/her employees?

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People work for many reasons. Does this affect motivation to work and motivation on the job? If so, how?

2. As a class, conduct a campaign to educate other students about the importance of establishing career goals. Create posters, announcements, handouts, and other materials for this campaign. Use "SIGN ON to the Career Connection" Project Sheet in *Career Connection* to guide this project. Include details of how workplace policies, ethics, work attitudes and behaviors, and their impact on family life affect one's career goals. (Competency E5)
3. **FCCLA Activity.** Use guidelines from "Applied Technology" to develop a *STAR Events* presentation on trends affecting the workplace examining work ethics and appropriate work attitudes and behaviors. (Competencies E1, E2)

Application to Real-Life Settings

1. Acquire information from employers regarding trends affecting the workplace, their feelings and experiences regarding some of the workplace issues as related to workplace policies, ethics, attitudes, and behaviors, and how the workplace can/cannot meet the demands of the changing workforce, etc. Prepare a Power Point presentation of your findings to present to your class, parents, and/or local business groups. (Competencies E2, E3)
2. Working in small groups, research and interview employers to determine what information goes into an "Employee Handbook" as far as workplace policies, ethics, and attitudes and behaviors. Assume the role of the employer to write the rules/expectations for this handbook. When completed, each group shares the information with the class. (Competencies E1, E2, E3)

Questions for Discussion/Formative Assessment:

Why are rules/employee expectations necessary in the workplace?

Are the rules usually given in written or verbal form? Why?

Are there rules for the employers as well as the employees? Why or why not?

Are the rules the same for employees and employers? Why or why not?

What are some things that may happen if the rules are not followed by the employee or employer?

Competency
E1 - E5

Activity Sheet 1

Name _____

Why Do I Work?

Directions: List the work/jobs you do. Include paid work, household work, and volunteer work. Check your reason – economic, social, or personal - for doing this work.

Work I Do Paid, Volunteer, or Household	Economic	Social	Personal

Characteristics and Skills Needed for Worker Success

Directions: (1) Select the top ten skills or characteristics you think are most important for employees to have in the workplace. (2) After selecting the top ten, rank your choices with "1" being the highest and "10" being the lowest. (3) Place a minus sign by the five skills or characteristics you think are least important in the workplace.

- ___ **Dependability:** reliable, being there when needed, getting the job done
- ___ **Initiative:** working on your own without constant direction, working to improve yourself professionally and personally
- ___ **Loyalty:** dedication to work, being faithful to employer
- ___ **Maturity:** handling problems well, accepting responsibility for mistakes, and seldom making mistakes
- ___ **Helpfulness:** being willing to pitch in and help out; considerate of others; unselfish; doing others' work in a bind even though it is not your responsibility
- ___ **Tolerance:** can see another person's point of view, respects the opinion of others, accepts diversity, seldom criticizes others
- ___ **Honesty:** truthful and trustworthy in relationships with co-workers and supervisors; sincere
- ___ **Self-discipline:** realizing the motivation for actions and giving priority to duties and responsibilities rather than do conflicting impulses and desires; being willing to sacrifice present satisfaction in order to receive long-term benefits
- ___ **Critical thinking:** think carefully and critically through situations on the job to arrive at solutions; strategies to handle job situations and to handle problems
- ___ **Teamwork:** work cooperatively with others, support and back up other employees and supervisors
- ___ **Conflict resolution:** ability to work out differences of opinion and work through conflicts
- ___ **Determination and perseverance:** determined to complete a task or project; drive; ambition; carrying on with a tedious project
- ___ **Efficiency:** being accurate, competent in fulfilling duties
- ___ **Making work a priority:** leaving personal and family issues out of the workplace, focusing on work
- ___ **Cheerfulness and friendliness:** maintains positive relationships with co-workers and supervisor, pleasant to be with, rarely complains or is negative
- ___ **Communication skills:** assertive and confident in ability to speak up on important issues, keeping supervisor informed, asking questions when assistance is needed
- ___ **Creativity:** looking for new, efficient ways to do things or to solve problems
- ___ **Time-management skills:** using work time efficiently and productively
- ___ **Problem-solving skills:** handles problems efficiently and effectively in a business-like manner
- ___ **Courtesy:** displays good manners and politeness, shows the same respect for others (co-workers, clients, customers, supervisors) as you would wish for yourself

Activity Sheet 2 (cont.)

- _____ **Responsibility**: taking care of your job duties, exercising sound thinking and good judgment as you carry out job duties; accountable; willingly work with others for the common good of the workplace and the community
- _____ **Positive attitude**: maintaining as "I can do" way of thinking; enthusiasm for your work; enjoyment of work; takes pride in work
- _____ **Flexibility**: give-and-take with job duties and with co-workers, open to change of ideas on how to perform job duties, open to change in job behaviors
- _____ **Confidence**: recognizes strengths, abilities, and skills needed to do the job well; feelings of competence
- _____ **Openness to learning**: willingness to follow directions, willingness to learn new skills and develop abilities
- _____ **Quality of work**: work completed to the best of your ability and to the standard set by the workplace; pride in workmanship; has the necessary technical skills to do the job
- _____ **Sense of humor**: happy to be there, smiles easily, knows how and when to lighten up a situation to ease tensions,
- _____ **High-energy level**: maintains a consistent and high energy level to be effective and productive
- _____ **Realistic goals**: sets and achieves realistic work goals

Source: Corwin, Carolyn. *Balancing Work and Family*. KS Kansas State Board Of Education, 1994.

Defining Ethical Characteristics

Directions: Using the list of ethical characteristics you generated in your group, place each factor on the ladder with the most important characteristic at the top. The factor you feel is least important should be placed at the bottom of the ladder. Be sure to list all of the characteristics and be prepared to discuss the reasons for your rating with your group. Add additional numbers if needed.

The diagram is a ladder structure consisting of two vertical side rails and 15 horizontal rungs. The rungs are evenly spaced and extend between the two rails, providing a template for ranking items from most important at the top to least important at the bottom.

"Who Me?" --Ethical Situations

Directions: Read each of the situations below. In the columns, jot down notes that would rationalize the behavior or provide justification for not behaving in this way. In column A, write notes to explain why you would consider the situation behavior acceptable under the circumstances. In Column B, give reasons why you would consider the behavior unethical. When determining whether a situation is ethical, consider one's responsibility to self and others.

Situations	Column A Ethical	Column B Unethical
1. You are a clerk-typist in a large office at a local corporation. Occasionally, you have taken some paper clips, a couple ballpoint pens, and a few sheets of typing paper home from your office desk to use for school assignments.		
2. You work on weekends as a bagger at a grocery store where the policy is to sign in on a sheet in the warehouse when you arrive. You are supposed to be at work at 9 a.m. When you check your watch, you see that it's 9:20 a.m. You sign in at 9 a.m.		
3. You work for your mom at her office after school. You want to leave 30 minutes early to go to the mall. Instead of asking for permission to leave at 4:30 p.m., you tell a fellow office worker that you are going to go use the restroom. You leave the building and go to the mall.		
4. You have a baby-sitting job on Thursday that has been arranged for a week. When Thursday arrives, you call the parents and tell them you are sick and cannot come. You go swimming with some friends instead.		

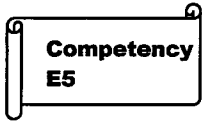
Activity Sheet 4 (cont.)

Situations	Column A Ethical	Column B Unethical
5. Your employer has completed a performance evaluation on you. He asks you to take the evaluation to the personnel office, so it can be placed in your file. On the way, you stop and change some of your performance ratings.		
6. Your supervisor asks you to order some supplies for the store. You forgot to do so. When she questions you about it, you tell her that the order must have gotten lost.		
7. At work, you walk by a desk where an open file folder has been placed. As you glance down at the file, you notice the salaries paid to your coworkers. Because no one is around, you stop to read the salary list.		
8. Your supervisor tells you to "cover for her" if anyone asks where she is. She asks you to tell people that she is in a meeting, even though she is actually leaving work to play golf. You comply with her wishes.		

Identifying Work Demands

Directions: Each of you should identify indicators that show impact of work on the family and of the family on work. Compare your results. Summarize your findings.

Indicators Impacting Family Life	Student #1	Student #2	Student #3	Student #4
Example: working long hours on the job so less time to spend with family.				



Goal Time Line

Directions: Setting short-term and long-term goals can help you accomplish the things you want to achieve. Make additional copies of this page if you have additional goals to add.

1. On the blanks provided, identify a long-term goal that you want to accomplish.
2. List three short-term goals that can help you reach each long-term goal.
3. Label the left end of the time line by writing today's month and year. Then label the right end of the time line with the month and year you plan to achieve your long-term goal.
4. For each short-term goal, place an "X" on the time line to represent when you would plan to accomplish that goal and label the month and date of accomplishment.

Long-Term Goal: _____

Short-term Goal 1: _____

Short-term Goal 2: _____

Short-term Goal 3: _____

Today's Date

__/__/__

Date of Accomplishment

__/__/__



Long-Term Goal: _____

Short-term Goal 1: _____

Short-term Goal 2: _____

Short-term Goal 3: _____

Today's Date

__/__/__

Date of Accomplishment

__/__/__



Long-Term Goal: _____

Short-term Goal 1: _____

Short-term Goal 2: _____

Short-term Goal 3: _____

Today's Date

__/__/__

Date of Accomplishment

__/__/__



SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:

FACTS:

CONSIDERATIONS:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:

POSSIBLE CONSEQUENCES: EXPECTED OUTCOME

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

- | |
|---|
| <p>Relevance to the problem
 Ethical base (positive long-term effects on all involved)
 Ability to resolve the problem
 Strength based on facts</p> |
|---|

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Definitions for the World of Work

Work	Any activity that results in a useful product (can be paid or non-paid)
Job	A position in which a person works to earn a living (may be several jobs in a lifetime)
Occupation	A job title or a type of work (nurse, business manager)
Career	Refers to the work that a person does over a period of years, usually in a particular field or area
Career Ladder	Several jobs over time build on the experiences and skills of a previous job
Work Ethic	The term used to explain an individual's or a family's attitude about work

Fact Sheet 2

Reasons for Working

Economic Reasons – major reason most people work

- **Survival needs** – food, clothing, housing, medical care
- **Short-term goals** – needs and wants, recreation
- **Long-term goals** – home, car, trips, college, education/training
- **Crisis needs** – illness, divorce, unemployment, teen parenthood, drug/alcohol rehabilitation
- **Accumulate money** – investments, savings, retirement
- **Fringe benefits** – health care, life insurance

Social Reasons – involves establishment of relationships

- Meet people, enjoy acquaintances, make friends, form adult relationships
- Family social status. Your job determines whom you meet at work, where you live, and where your children go to school. Your job determines the lifestyle of all the family members.
- Individual social status. Your job determines who you meet at work, both co-workers and clients
- Stimulation children can get in daycare; develops independence in children

Personal Reasons – involves things that cause people to enjoy their work

- **Self-esteem** – sense of achievement; recognition for your work
- **Sense of accomplishment** – sense of pride when goals are achieved at work
- **Recognition** – praise for your accomplishments
- **Personal growth opportunities** – improve and learn new skills
- **Self-confidence** – realization that you can learn and accomplish new tasks
- **Feelings of security** – secure in knowing you are capable, but also secure financially
- **Personal and family identity** – sense of belonging, “I work for...”
- **Education/training** – use skills and knowledge you have acquired
- **Personal power and independence** – earning your own income; self-sufficient
- **Leadership** – ability to influence or direct others
- **Challenges** – the opportunity to make a difference, solve a problem, add new thinking and/or technology to the world

Fact Sheet 3

Things Your Boss 'Just Expects You to Know'

In addition to mastering specific job skills, people also need to know some basic rules of behavior in the workplace. Right? But you just don't see a list of "Dos and Don'ts" posted on the wall. And the bosses who come and go in your work life may have remarkably different concerns, expectations, pet peeves.

How can you know for sure what your boss wants from you unless he or she informs you directly? Whether you have just started your career, or are well on the way, these pointers might give you some insight and also help you look at how you do your job from your boss' perspective.

1. **Follow through on your own.** Finish jobs you are assigned to do without waiting to be reminded by your supervisor. Don't leave work hanging out there half done. Pick up the pieces. Tie the loose ends. Complete tasks and move on.
2. **Don't stop working when there's a foul-up.** "Murphy's Law" is still operational. If something can go wrong, it will, and at the worst possible time. Be resilient and resourceful. Don't let a foul-up deter you from carrying out your responsibilities and getting something done. Show some versatility. If something electronic breaks down, do some non-electronic work that was piling up.
3. **Don't aim for perfection.** Getting a job done well and on time is more important than doing it "perfectly." Absolutely perfect performance counts against you if it interferes with your carrying your share of the work load and completing a task or project.
4. **Do a little more than is expected of you.** Lots of tasks at the work place are in no one person's job description. Things just happen and they have to get done. Simply doing only what is expected of you and no more is no way to make yourself needed, wanted, and appreciated at the work place.
5. **Learn to translate "boss-eze."** Many bosses don't like to sound bossy. They say things like, "We're running out of bond paper" when they really mean, "Go get some more bond paper."
6. **Get along with your co-workers.** Don't go running to the boss to complain about something somebody did, or didn't do. Try to figure out ways to smooth things over by yourself.

Fact Sheet 3 (cont.)

7. **Learn what other people in the organization are doing.** What were last year's big triumphs and failures? What is being planned? What are the organization's major goals and fears? How does your job connect with all this? Read in-house and trade publications to keep current on what's going on in your company and in the profession or industry generally.
8. **Learn the importance of timing.** If you have a suggestion or complaint to make, do it when the time is right, not when your boss is rushing to meet a deadline or ready to walk out the door at the end of the day.
9. **Tell the truth.** Whatever it is, lying about it won't help. When people are caught lying, they lose their credibility and have a hard time recovering it.
10. **Don't make assumptions about other people.** We all have our own standards, goals, rules and ways of doing things on the job. Don't assume other people's standards, goals, rules, and ways are, or for that matter should be exactly as yours.
11. **Even if you are right, let other people win sometimes.** Everyone appreciates support from their co-workers. It's hard to work with know-it-alls.
12. **Use common sense** in applying these or any other business-behavior rules to your own workplace. No rule works in every situation.

Source: "Things Your Boss 'Just Expects You to Know'." *Work Family Life*, Anne Perryman, March 1993.

Fact Sheet 4

Employer Survey Results:

Characteristics and Skills Needed for Worker Success

93%	Dependability	27%	Conflict Resolution
78 %	Teamwork	24%	Loyalty
71%	Responsibility	24%	Helpfulness
70%	Honesty	23%	Courtesy
65%	Communication Skills	22%	Tolerance
64%	Quality of Work	21%	Cheerfulness & Friendliness
45%	Initiative	20%	Maturity
43%	Critical Thinking	17%	Efficiency
42%	Self-Discipline	15%	Confidence
34%	Flexibility	14%	Making Work a Priority
32%	Problem Solving	12%	Sense of Humor
31%	Positive Attitude	1%	High Energy Level
30%	Openness to Learning	0%	Realistic Goals
28%	Time Management Skills		

Fact Sheet 5

Foundational Skills and Competencies Needed for Work

Foundational Skills:

- Basic Skills:** Reading, writing, math, speaking, and listening
- Thinking Skills:** The ability to learn, to reason, to think creatively, to make decisions, and to solve problems
- Personal Qualities:** Individual responsibility, self-esteem and self management, sociability, a integrity.

Competencies:

- Resources:** How to allocate time, money, materials, space, and people
- Interpersonal Skills:** Work on teams, teach others, serve customers, lead, negotiate, and work well with diverse people
- Information:** Acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information
- Systems:** Understand social, organizational, and technological systems
- Technology:** Select equipment and tools, apply technology to specific tasks, and maintain and computers to process information.

Source: Secretary's Commission on Achieving Necessary Skills (SCANS). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, D.C.: United States Department of Labor, 1991.

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Unit 1 Overview

Practical Problem:

What should be done regarding community roles and responsibilities?

Missouri Family and Consumer Sciences Competencies:

- F1. Identify recurring community concerns impacting families.
- F2. Identify societal goals.
- F3. Examine the impact of public policy on families.
- F4. Investigate resources supporting families.
- F5. Develop a plan for community involvement.
- F6. Utilize FCCLA programs to explore leadership related to community.

Enabling Objectives for Competency Mastery:

1. Examine recurring community concerns impacting families.
2. Recognize societal forces affecting families.
3. Explore how public policy influences the family.
4. Examine local community resources that support families.
5. Develop a plan to address a recurring concern of families within the community.

Teacher Background Information

Rationale

In a democratic society, individuals and families share responsibility for the development and maintenance of the community (Etzioni, 1993). This includes responsibility for addressing recurring family issues or concerns within the community (Brown and Paolucci, 1979). This shared responsibility is important in the development and maintenance of community. Adolescents, therefore, need to develop an understanding of community roles and responsibilities in relationship to families.

Background

Social responsibility is "... a personal investment in the well-being of others and of the planet ..." (Berman, 1990). Adolescents can assume social responsibility within the community by addressing recurring concerns of families.

Recurring Concerns

Recurring concerns of the family can be examined and addressed from a community perspective. Recurring concerns of the family are the issues or problems that span generations (Brown, 1978; Brown & Paolucci, 1978; Hultgren & Wilkosz, 1986; Montgomery, 1999). Services or resources from the community are often needed to address the recurring concerns of the family. Examples of recurring family concerns within the community include: meeting needs of families for food, clothing and shelter, providing a nurturing and safe living environment, health care, or financial support.

Recurring concerns can be examined through situational or gap analysis, which includes the identification of the *current state of affairs* or "*what is*", and the *ideal state of affairs* or "*what should be*" in order to identify the gap which exists (Boyle, 1981). Actions taken to address recurring concerns can be determined based on the *family systems of action* (technical, communicative and emancipative). Technical actions (focused on achieving a goal or making a product) may include, for example, providing a list of family services within the community, providing direct financial assistance, or providing blankets for homeless persons. Communicative actions (focused on developing mutual understanding or shared beliefs) may include a cultural fair or multi-generational activities. Emancipative actions (focused on empowerment) may include, for example, parent or nutrition education in which participants gain skills and knowledge to empower themselves.

Societal Influences

Although the most common approach to the study of family and society is to consider the ways that social forces impact on and modify families, one can also find numerous examples of ways that families use formal or informal means to influence other social institutions. Some of the societal forces affecting families (Fittro, 1995) are as follows:

- a. Diversity is increasing, both ethnic diversity and diversity in living arrangements.
- b. Employment opportunities are changing. (Fewer unskilled jobs; 4 to 5 job changes during lifetime)
- c. Elderly population is increasing.
- d. More children have parents in the workforce.
- e. More children live in poverty.
- f. Family structures are becoming more diverse.
- g. Societal values are changing rapidly. ("Me" ethic replaced by "we" ethic and new "family" ethic appearing)
- h. Women's labor rate keeps rising.
- i. More workers are earning less.
- j. Income variability will be greater.
- k. The work ethic is vanishing from American society.
- l. Technology will increasingly dominate both the economy and society.
- m. Nutrition and wellness movements will spread, raising life expectancy.
- n. Computers will have greater linkage with global telecommunications networks.
- o. Americans will regain their leisure time, and then some. (Shorter average work week)

Impact of Public Policy on Families

Changes in laws and policies can have a strong impact on families. Concern about the increasing number of single, female-headed families who are in poverty has led to the exploration of a number of policy issues, one of which is child support. Recent changes in federal legislation have strengthened the ability of states to intervene in the collection of child support payments.

Other laws, policies, and programs such as the family leave policy; social security and Medicare policies; welfare programs including WIC, ADC, food stamps; and subsidized housing influence the ability of families to provide for their basic needs. Each of these policies, while offering some type of support to families, has eligibility features, limitations, and constraints that effect which families will take advantage of them.

Families are not simply shaped by the legislative process of laws, policies, and programs. As voters and taxpayers, they can influence the direction of this process. However, families have their greatest impact when they come together around a specific issue.

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Websites

Citizen Link, A Website of Focus on the Family. <http://www.family.org/cforum/research/>

Community Family Resources. Sites listing community resources supporting the family.
Galaxy: Serious Searches <http://www.galaxy.com/cgi-bin/dirlist?node=1354>
All Family Resources <http://www.familymanagement.com/>

National Council on Family Relations (NCFR). This site provides non-partisan research and educational information to policy makers or to those working with them on family policy

activities. NCFR also works with other organizations and coalitions to formulate family-friendly policies. http://www.ncfr.org/about_us/a_p_p_public_policy.asp

Instructional Strategies

1. Examine recurring community concerns impacting families. (Competency F1)

- a. Working in small groups, review copies of local and national newspapers (such as *USA Today*). Identify issues in the community and the nation impacting the family. Make a data chart that identifies and examines issues from a local and national perspective. Share your chart information with the other groups. As a class, discuss why you believe these concerns affect families.

Questions for Discussion/Formative Assessment:

Do you see any of these concerns in your community?

How is your family affected by these concerns?

Do you think any of these concerns are positive? Negative?

- b. Invite a senior citizen(s), a local historian(s) and/or visit the local historical society museum to identify family related issues that have recurred across generations within the surrounding community. Compare these recurring concerns with the list generated in the previous activity. Discuss similarities and differences.
- c. Read sections of historically based children's books or view historically based videos or movies which identify family concerns prevalent in the respective eras, e.g., *Little House on the Prairie Series* by Laura Ingalls Wilder.

Questions for Discussion/Formative Assessment:

What are the issues that impact families in the community?

What are the issues or concerns that impact families across the nation? In the community? How are these concerns similar or different?

What are the issues or concerns that have occurred across generations? Which of these issues are prevalent today? How did families address these concerns in the past? How might families address similar concerns today?

How did families meet their needs for food, clothing and shelter in the past? How did families maintain well-being? What resources were available to families?

2. Recognize societal forces affecting families. (Competency F2)

- a. Work in teams to identify indicators (e.g., facts/statistics) that describe the current state of affairs or "what is" of societal forces affecting families. Sources of information may include the websites on **FACT SHEET #1: Family Information Sources**. Also refer to the recurring community issues identified in Instructional Strategies 1a, b, and c. Document your research.

TEACHER NOTE: If students need help identifying societal forces/influences, share the information listed in the Background Information in this unit.

- b. In cooperative learning groups, choose a societal force you researched in Instructional Strategy 2a. Select a goal for dealing with this societal force (e.g., eliminate poverty, end violence) and identify as many alternatives as possible for achieving that goal. Share your group's alternatives with the class and identify one or two you would consider implementing.
- c. Write a paragraph about what families will be like in the future. In small groups, share your paragraphs and develop a description of families in the future. Explain how the societal forces affecting today's families you identified in Instructional Strategy 2a will or will not be affecting families in the next 10 to 20 years.

Questions for Discussion/Formative Assessment:

Will future families be stronger? Healthier? Why or why not?

What issues will the families of the future face?

What will future families have in common with today's families? What will be different?

What ethical issues do your predictions create?

- d. Read the story *For Every Child* (Castle, 2001) based on the United Nations Convention on the "Rights of the Child." Form a team to discuss the rights illustrated in the book. Discuss and compare the current and ideal state of affairs regarding children. Prepare a comparative chart regarding your discussion.
- e. As a team, brainstorm a list of "Rights of Families" and prioritize the list. Identify whether these rights are being met or not being met for all families in the community. Share and compare your list and comments with other classroom teams.
- f. Complete **ACTIVITY SHEET #1: Gap Analysis** regarding societal forces/issues of the family. The gap analysis should identify "what is" and "what should be" with supporting evidence.

Questions for Discussion/Formative Assessment:

What is the ideal family? Should we have an idealized image of the family? Why or why not?

What is the current state of affairs within the community regarding the family? What conditions impact the family? Are all families needs being met within the family? Why or why not?

What are community's goals regarding the family? What are society's goals regarding the family?

What are the rights of children? What are the rights of family members and families? What if these rights are not being met?

What evidence exists if the rights of children/families are met? What evidence exists if the rights of children/families are not met?

3. Explore how public policy influences the family. (Competency F3)
 - a. Work as a team to identify policies that guide actions on a daily basis, e.g., family policies or rules, school policies, and traffic regulations. Based on this discussion and your team's research, write a basic definition of policy as "the way we do things."
 - b. Work as a team to examine specific community policies (such as school, community agencies, services, etc.) and develop a rationale for supporting (or not supporting) these policies. Give an oral report on your rationale to your class.
 - c. Working as a team, research specific laws and public policies related to the societal force/issue affecting families that you selected in Instructional Strategy 2b. Examples of such issues are divorce and child custody, family violence, food safety, affirmative action, and adoption. Identify how the policies or laws related to this issue affect families and society. Explain whether or not you think the policies and laws are good ones and whether or not you would try to change them. Present your findings to the class.

Questions for Discussion/Formative Assessment:

- Why do you think each of the pieces of legislation you studied came about?*
- Is the legislation you studied beneficial to families? Why or why not?*
- Why should you be aware of legislation affecting families?*

- d. **FCCLA Activity.** Plan and carry out a *Power of One* project on examining policies identifying methods of improvement. Civic leaders and civic organizations could be resources for this project.

Questions for Discussion/Formative Assessment:

- What public policies are embedded in our every day lives?*
- What public changes or policies are needed within the school setting?*
- What policies help to support families in the community?*
- What changes or policies are needed to help better support families in the community?*

- e. Design a bulletin board for the classroom entitled, "Families Can Make a World of Difference." Use a large globe and label it with global issues on which families can make an impact. Add newspaper and magazine articles and case studies to the bulletin board with specific examples as to how families are making an impact on these global issues.

4. Examine local community resources that support families. (Competency F4)

- a. Invite speakers or visit sites that provide resources to families. Work as a team to prepare a list of community resources in your community that support families. Share your list with the other teams in your classroom and compile one list of all of these resources.

- b. **FCCLA Activity.** Using community resources identified in Instructional Strategy 4a, develop a *STAR Events* project.

Questions for Discussion/Formative Assessment:

What resources are available to families in our community? What resources are lacking for families in our community?

Are families able to access resources when needed?

How do families find out about available resources?

What stigmas might be associated with obtaining outside assistance?

In what ways might families become empowered or develop independence? Lose power or develop dependence?

5. **Develop a plan to address a recurring concern of families within the community.** (Competency F5)

- a. Use **FACT SHEET #2: SEARCH** to develop a plan regarding an issue/concern within the community. Use **ACTIVITY SHEET #2: SEARCH for Solutions** to examine an issue regarding the context, valued ends or goals, alternative solutions, and consequences of the solutions. Use this information to form a judgement about “what to do” regarding a specific problem.

Questions for Discussion/Formative Assessment:

What processes can be used to develop a plan of action?

What are alternative actions (solutions) that can be taken within regard to the problem?

What are an individual’s and a community’s responsibilities in relationship to a problem?

Summative Assessments

Pencil and Paper

1. Create a timeline highlighting recurring community concerns relating to families from past to present day. (Competency F1)
2. Identify a community goal related to families and write a rationale supporting that goal. (Competencies F4, F5)

Classroom Experiences

1. Plan and carry out a *FACTS* or *STOP the Violence* project. Summarize the goals, findings, and outcomes of the project, and publish in the school or local newspaper.
2. Research available community resources and develop a family resource handbook. Make your final product available to local groups and/or post on your school website. Develop

and include an evaluation form to help evaluate the project's effectiveness. (Competency F4)

3. Draft a letter to a legislator concerning your views on proposed legislation affecting families. In pairs, share letters and provide constructive feedback about writing a final draft. Send the letters and share with your class any response you get from legislators. (Competency F3)
4. In cooperative learning groups, choose an issue affecting families and research the specific laws and policies related to that issue. Identify how the policies or laws related to this issue affect families and society. Explain whether or not you think the policies and laws are good ones and whether or not you would try to change them. Present your findings to the class through a multimedia presentation. (Competency F3)

Application to Real-Life Settings

1. **FCCLA Activity.** Working as a small team, cooperatively select a current issue relating to the family in your community and develop a chapter service project to address the issue. Use the **FACT SHEET #3: FCCLA Planning Process**. Implement the project within the school and/or other community settings as appropriate. Enter your project for competition as a "Chapter Service Project" *STAR Event*. (Competencies F5, F6)
2. **FCCLA Activity.** As a community service project, volunteer at a specific family services organization or day care setting. Keep a journal of your experiences. Write a report reflecting on your growth experiences. (Competencies F5, F6)
3. **FCCLA Activity.** Invite community resource people such as politicians, health professionals, social service agency representatives, and others to discuss issues impacting the family. Select one of the issues addressed by these professionals to develop an appropriate *STAR Events* project. Follow guidelines in the *STAR Events* manual. Present the project to class, parents, interested community leaders, and for *STAR Events* competition. (Competencies F2, F3, F4, F6)
4. Research opportunities (Internet, school counselor, etc.) for youth involvement in legislative process activities. (Competency F3)

Gap Analysis

1. Identify a specific issue or concern in relationship to families, e.g., families and health care needs; families and child care; and families and nutrition.
2. Research and identify specific facts about this issue.
3. Identify community goals in relationship to families and the specific issue. For example, all families should have adequate health care or have nutritious foods.
4. Identify the gaps that exist. For example, all families do not have the health care that is needed for family members.

1. Issue: _____

2. Facts about families: What is?	3. Goals in relationship to the family: What should be ?
4. Gaps that exist between "what is" and "what should be?"	

SEARCH for Solutions

Directions: The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:

FACTS:

CONSIDERATIONS:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyze options or alternatives.

POSSIBLE SOLUTIONS:

POSSIBLE CONSEQUENCES: EXPECTED OUTCOME

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice. Defend your solutions.

Relevance to the problem
Ethical base (positive long-term effects on all involved)
Ability to resolve the problem
Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Fact Sheet 1

Family Information Sources

U.S. Census Bureau	www.census.gov/
U.S. Dept. of Health and Human Services	www.hhs.gov/about/foia/foia.html
U.S. Dept. of Agriculture	www.usda.gov/
U.S. Dept. of Treasury	www.ustreas.gov/
Federal Interagency Forum on Child and Family Statistics	www.childstats.gov/
Council of Family and Child Caring Agencies	www.cofcca.org
American Academy on Child and Adolescent Psychiatry	www.parentsandhandbooks.org/factsfam.htm
Food and Nutrition Information Center	www.nal.usda.gov/fnic
Centers for Disease Control	wonder.cdc.gov/
National Council on Family Relations	www.ncfr.org
Annie E. Casey Foundation	www.aecf.org
Institute for Child and Family Policy	www.childpolicy.org
National Association of Childcare Providers	www.naccp.org
United Nations Development Program's Human Development Report	www.undp.org/hdro/HDR2000.html
National Coalition for the Homeless	www.nationalhomeless.org/
Mayo Clinic	www.mayo.edu/
Women, Infants and Children Program.	www.fns.usda.gov/wic/
Center for Food Safety and Applied Nutrition of the FDA	vm.cfsan.fda.gov/list.html
United Way	www.unitedfamilyservices.com
ABCs of Parenting	www.abcparenting.com
National Institute on Media in the Family	www.mediafamily.org
Families USA	www.familiesusa.org
Electronic Policy Network	www.epn.org

Fact Sheet 2

S E A R C H

<p>State the Practical Problem</p>	<p>A practical problem often is:</p> <ul style="list-style-type: none"> • Poorly structured (it is not a neat clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to changes with elaboration • Gray or may have no "right answer" 	<p>What is the problem?</p> <ul style="list-style-type: none"> • What are the various aspects of the problem that make the solution difficult to determine? • Who is involved in the problem? • Who is affected by any solution? • What is likely to happen if I do nothing? • What do I want the outcome to be?
<p>Examine the facts, values, and people involved</p>	<p>This can be considered the research phase where all facts are determined & the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision-making is important at this point.</p>	<ul style="list-style-type: none"> • What facts do I need? • Where is the information available? • Who can I turn to for guidance? • What values are in conflict?
<p>Analyze the options</p>	<p>This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important as well as the impact on self and others. Determine the trade-offs for each option.</p>	<ul style="list-style-type: none"> • What are my options? • What are the short-term results for each action? Long-term consequences for each? • How will each outcome affect me? • Affect others I care about?
<p>Review the options & select the best choice</p>	<p>The steps above are thinking steps. This is the first action step. Every option is an action - even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.</p>	<ul style="list-style-type: none"> • What option best reflects my values and solves the problem? • Which option(s) am I unable to live with? • Which option do I choose?
<p>Chart and start an action plan</p>	<p>With all the facts stated, rated, and weighted, all that remains is to take action. A solution must be planned and implemented. You have to decide what you are going to do and how you will do it.</p>	<ul style="list-style-type: none"> • Which skills do I need for the actions • What resources do I have? Need? • What barriers might prevent me from taking this action? • How do I organize my actions?
<p>Highlight the outcome</p>	<p>This evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.</p>	<ul style="list-style-type: none"> • Did this choice solve the problem? • Did this choice create additional problems? • Would you apply this choice again? • What did you learn from this?

FCCLA Planning Process Overview

Identify Concerns



- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set a Goal



- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



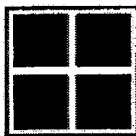
- plan how to achieve goal
- decide who, what, where, when, why and how

Act



- carry out project
- decide who, what, where, when, why and how

Follow Up



- evaluate project
- thank people involved
- recognize participants

Unit 1 Overview

Practical Problem:

What should be done about integrating multiple life roles?

Missouri Family and Consumer Sciences Competencies:

- G1. Analyze the significance of integrating multiple roles.
- G2. Examine the impact of social, economics and technological change on work and family.
- G3. Examine the need to address diversity in society.
- G4. Utilize FCCLA programs to prepare for multiple roles.

Enabling Objectives for Competency Mastery:

- 1. Examine the concept of integrating multiple roles from various perspectives.
- 2. Examine factors that influence the integration of multiple roles.
- 3. Assess how diversity affects society and the family.
- 4. Utilize FCCLA programs to take action regarding the integration of multiple roles.

Teacher Background Information

Rationale

According to Boggs (1995) one of the challenges that faces modern families is the need to establish effective coordination and boundaries between the domain of work and the domain of family life. For some time, there has been a trend toward increased involvement of married women and mothers of young children in the labor market. Thus, many families are characterized by a dual-earner arrangement.

This dual-earner arrangement results in multiple role responsibilities for all family members. Balancing these multiple roles is not easy because these roles often conflict with each other. This conflict places demands on all family members to carefully plan to fulfill these roles.

Background

Family science literature has addressed many issues in examining the interface between work and family life such as the relationship between a woman's employment status and the involvement of her husband and children in household tasks; role strain that results from enacting the roles of worker, spouse, and parent; the effect of job characteristics on marital quality; the impact of a mother's involvement in the labor market on the emotional and

academic adjustment of her children; and the effects of unemployment on marital and family stability.

Many policy questions have arisen as dual-earner families and employed single parents attempt to preserve their family's sense of cohesion while enacting their worker roles. Examples include policies regarding availability of quality childcare; parental leave for childbirth and adoption; and health care and home care benefits for aging parents. One of the questions facing American families in the years ahead is how they will negotiate a position with business and industry that recognizes the true interdependence of work and family and does not assume that families will always adapt or change in order to accommodate the needs of the workplace. Collaborating with workplace and public policy makers to create family policies acknowledging the multiple roles of American individuals and families, and helping meet the economic and social demands of personal and family life is like fixing a screen door rather than just swatting mosquitoes (Crosby, 1991).

Individuals may have numerous roles throughout life: son/daughter, sibling, partner, spouse, parent, friend, leader, family, and community member. These various roles may be compatible or incompatible at different points in time. It is important that adolescents examine alternative perspectives in relationship to understanding their own roles and the roles of others. An appreciation of individual and family diversity can further enhance adolescents' understanding of these roles (Coontz, 1999).

Concerns related to integrating work and family roles may include conflicts between work and family responsibilities, pregnancy, childcare, elder care, and job stress (Duncan & Marotz-Baden, 1999; Wentling, 1998). Families need to develop strategies to address these concerns as well as receive support from workplace settings.

Both formal and informal work and family policies may help to individuals integrate work and family life. Formal workplace policies include, for example, the Family and Medical Leave Act, employer supported day care, flexible work time, or job-sharing (Ryder & Harter, 2000). Other workplace policies may consist of supporting the family in more informal ways, such as allowing family photos to be displayed or allowing telephone calls to check on children after school. The family itself may establish policies within the home related to outside work. For example, a family policy may include no work on the weekends or not discussing workplace problems at mealtime. Policies from both the workplace and the home help to support family members as they integrate these roles.

Impact of Social, Economic, and Technological Change

Factors, such as social, economic, and technological conditions may facilitate or inhibit the integration of multiple roles. The world is constantly changing. The social and economic conditions that affected our grandparents or even our parents have changed. The trends affecting individuals today may not affect their children or grandchildren. Each generation develops with its own set of social, economic, and technological changes. Refer to Module 5 for more information on social factors affecting individuals, family, career, and community.

The economy has a continuing impact on people's lives. There are periods of inflation and periods of recession. Families must often learn to live with both affluence and scarcity. All economic systems attempt to resolve the problem of limited resources and unlimited needs and wants. This is the *law of scarcity*. Individuals and families are all limited in the resources available to meet needs and wants. For example, a family's time, money, and other resources are limited. But families also have unlimited needs and wants for a host of goods and services. These include food, clothes, compact discs, housing, medical care, cars, and spending money.

This means that a family must set priorities and then make choices accordingly. For instance, working late at the office might help a parent get a promotion and earn more money. However, this would mean spending less time with the children. This creates a conflict between the priorities of money and family interaction. Family members will have to pull together to make a choice.

Basic relationship skills help families work through situations when choices need to be made. Support, open communication, negotiation, and compromise help families make choices and keep responsibilities in balance.

Technological advances, such as the personal computer and electronic communication devices, are creating new ways for people to manage their career and family responsibilities. Home appliances have also helped the family handle household chores more efficiently. The practice of telecommuting allows people to work using their personal computers at home, rather than commuting or traveling to work.

The use of home computers has also provided other tools that help families manage tasks more efficiently. If home computers are connected to the Internet, even more useful tools become available to family members. Some of the uses for the home computer that assist the family are: electronic tax filing; electronic bill paying; electronic shopping (including groceries); information gathering; and travel planning.

Other electronic devices, such as pagers and cellular phones, are being used by family members to allow instant communication with one another. Home appliances, such as microwave/convection ovens, dishwashers, clothes washers and dryers, and cleaning equipment make household tasks easier to complete.

Advances in technology provide information, convenience, and recreational opportunities that could only have been imagined a few decades ago. Care must be taken, however, to prevent technological devices from replacing valuable one-to-one contact between people. Children as well as adults will increasingly interact with electronic devices instead of with each other. Families will need to balance openness to learning about and using new technologies with concern and emotional support for one another.

Diversity in Society

Family traditions and customs help to make each family unique. People can benefit, however, from learning about the values, beliefs, and behaviors of families in other cultures. In this

culturally diverse nation and world, it is important to appreciate the contributions of cultures other than our own.

Families from other cultures are sometimes the targets of prejudice and discrimination in a community. This results in the family having a reduced self-esteem and reduced educational and economic opportunities. However, the opposite is also true that some families are insensitive to diversity. They try to maintain their own sense of self worth by degrading or negating others. They restrict their contact with other families, set very strict boundaries on family members, and function in a limited social sphere. In both of these cases, the families and the communities suffer and stagnate when dominated by high levels of prejudice and discrimination.

Families can be exposed to institutional practices, such as sexism, racism, and ageism, as well as prejudices against their ethnic group, socioeconomic status, religious background, or other characteristics. Long-held practices, often of an informal nature, preserve a preferential pattern of access and advancement that effects the aspirations, economic resources, and socioeconomic mobility of families. These patterns of institutional discrimination may be observed in schools, the workplace, the legal system, and in city, state, and local government. Families can challenge these practices but it requires great personal determination and a willingness to challenge community norms to bring institutional injustices of this type to light (Boggs 1995).

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Videos

- Not For Sale - Ethics in the American Workplace*. 1997. Available from the Career and Technical Education Resources Center. #FCS V126. 105 min.
- RESPECT - The Real Deal*. 1996. Sunburst. Available from the Career and Technical Education Resources Center. #FCS V135. 20 min.
- Valuing Diversity: Multi-Cultural Communication*. 1995. Available from the Career and Technical Education Resources Center. #FCS V136. 19 min.
- What is Sexual Harassment?* 1994. Available from the Career and Technical Education Resources Center. #FCS V105. 22 min.

Instructional Strategies

1. Examine the concept of integrating multiple roles from various perspectives. (Competency G1)
 - a. Using **ACTIVITY SHEET #1: Concept of Integration/Balance**, complete a word association of the concept of "integration" or "balance." Think about how you integrate the multiple roles you fulfill in your life. List all the words and ideas that come to mind when thinking about the idea of integration/balance. Using probing questions such as: What do you think about when you hear the word integration/balance? What

experiences have you had related to this idea? When have you observed or not observed balance in one's life? Give examples of physical, emotional, or intellectual balance. Look for other similarities/differences in the list. Based on this coding develop a definition of integration or balance. Share and compare your coded list and definition with another student.

- b. Use **ACTIVITY SHEET #2: Pie of Life** to create two pie chart diagrams, one that identifies your current roles and one that identifies your projected future life roles. Compare and contrast your present and future pie charts as outlined in the activity.
- c. Create your own Venn Diagrams (overlapping circles) to illustrate the connection between family and work, now and in the future.

TEACHER NOTE: Venn diagrams and other graphic organizers are described in Section 4: "Program Implementation" in the *Implementation Handbook for Family and Consumer Sciences* or in *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, page 67.

- d. Research to find a biography or autobiography of a famous person from today or the past. Read the selection for examples of life roles and strategies used by the person who appeared to be successful or not successful in balancing his/her life roles. List the life roles and strategies and discuss in a written report whether the person was successful or not in balancing his/her life roles.
- e. Working in teams, identify a problem related to family roles. Problems might include, for example, deciding on day care versus home care, determining who will prepare food when everyone is busy or tired, and deciding what to do with a child who is misbehaving before you go to work, etc. As a group, write about the problem from the alternative perspectives of family members.
- f. Develop an analogy of balancing multiple life roles. For 10-15 minutes, play games or toys that require balance. Possible activities include: building a house of cards (use a deck of cards or note cards), children's building blocks, Legos, and hula-hoops. Afterward, describe the process involved in playing, characteristics of the game, challenges encountered or not encountered. List words and descriptions on the chalkboard. Use this list to help answer the question: How was playing the game like or not like balancing multiple roles in one's life? You can write individual or small group analogies.

Questions for Discussion/Formative Assessment:

What is it like to integrate or balance multiple life roles? What roles do you balance these roles as a teenager/young adult? How will this be similar/different to roles you might assume as an adult?

What strategies/actions can be taken to help integrate life roles successfully?

2. **Examine factors that influence the integration of multiple roles. (Competency G2, G3)**
 - a. As a class, develop a time line that identifies major technological changes or other contextual factors over the past century. Divide into small groups with each group assuming responsibility for researching one decade. Report your findings to the class.
 - b. Identify one major technological change that has influenced home life over the past century (e.g., microwave, home computer, baby monitor, washers/dryers, and dishwashers). Research how this technological change has positively and/or negatively influenced gender roles with the family.
 - c. Read **ACTIVITY SHEET #3: Balancing Work and Family Life Scenarios**. As a team, identify questions that need to be answered to help resolve the problem. Then pair up with another student to write your own scenarios representing real-life problems and questions to be addressed. Identify 2 to 3 questions to further research and investigate through the library and/or Internet. For example, if one question relates to how much money Julie earns at her job, you could investigate wages paid at fast-food restaurants.
 - d. Develop a list of family policies that might be implemented in the home. Discuss the ways in which these policies provide support or do not provide support for integrating work and family life.

Questions for Discussion/Formative Assessment:

What factors influence the type of roles one will have throughout life?

What strategies would help balance work and family life? Integrate other life roles?

What formal and informal policies of the workplace and home support balancing work and family life? What policies need to be changed or improved? How might these policies be changed?

3. **Assess how diversity affects society and the family. (Competency G3)**
 - a. Individually or as a large group, write a definition of diversity and family diversity. Discuss how varying perspectives influence families' choices and values regarding balancing work and family life.
 - b. Interview grandparents and senior citizens to serve on a panel about diversity and prejudice that existed during their youth, how these have changed over time, new stereotypes that have occurred, and how they would compare attitudes of people in their era to those of today. Ask them to address if they have encountered any prejudices as far as age is concerned. Share your findings with the class.

Questions for Discussion/Formative Assessment:

In what ways does diversity influence life roles? Society? The family?

4. Utilize FCCLA programs to take action regarding the integration of multiple roles. (Competency G4)
 - a. Use **FACT SHEET #1: FCCLA Planning Process** to plan and carry out a project centered on the integration of multiple roles. Present the project for *STAR Events* or submit for state or national awards.

Summative Assessments

Classroom Experiences

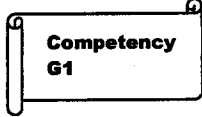
1. Interview persons and take photographs, if possible, from various roles and life stages. Summarize the interviews and publish in a class book. (Competency G1)
2. Develop and implement a plan for yourself on how to better integrate your own life roles. Document your plan through a journal, photographs, charts, etc. After implementing the plan for a period of time, further reflect and revise the plan. Develop a portfolio that includes this plan, documentation and reflections, as well as future goals. (Competency G1)
3. **FCCLA Activity.** Develop a *STAR Events* presentation on the challenges of integrating work and family life. Suggest specific ways young people can build the skills needed through FCCLA. (Competency G1)
4. Working in teams, investigate what legislation has been passed in the last ten years that deals with diversity in your state. Each team is to select from one of the following diversities: ethnicity, sex, race, age, religion, income, or other as approved by your instructor. Summarize your findings in a multimedia format (e.g., chart, PowerPoint presentation, video, etc.) to present to your class. (Competency G3)

Application to Real-Life Settings

1. Talk to your parents or other individuals who are significant influences in your life. Draw a pie chart and/or Venn diagram that represents their current life roles. Ask them to identify strategies they use to integrate their life roles positively. Summarize their comments in a written report. (Competency G1)
2. Examine workplace policies of major organizations within the community. Discuss the ways in which these policies provide support or do not provide support for integrating work and family life. (Competency G1)
3. Prepare a survey to administer to a sampling of families in your community to learn about the integration of roles in the family and work. Conduct the survey and compile your findings, drawing conclusions about the interconnectedness of work and family life in your

community. Disseminate your findings in a brochure, article in the newspaper, or other format. **(Competency G1)**

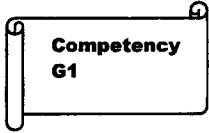
4. Invite a panel of employers who are taking innovative steps to support their employees as they integrate their multiple roles and responsibilities. Ask the employers to explain how these policies came about and how employees can encourage workplaces to adopt policies that support families. Identify the various workplace strategies used and list the advantages and disadvantages of each strategy for the employer, the employee, and society. Examples of these strategies include: (1) flex time, (2) parental leave policies, (3) sick leave time to support family illness, (4) on-site child care, (5) child care allowance, (6) health care, (7) job sharing opportunities, and (8) work from home. **(Competency G1, G2)**
5. Interview working parents to identify and discuss how technology has impacted their family and work. Ask them to address the statement: "Technology is replacing valuable one-to-one personal contact with their family members." Create a display illustrating the major conclusions drawn from the interview. Exhibit this information at your school, local mall, community center, or library. **(Competency G2)**
6. Interview working parents to identify support systems they use in balancing work and family, e.g., (1) extended family, (2) child care providers, (3) workplace programs, (4) flexible scheduling, (5) housekeeping services, and (6) personal management skills (stress, time, money management). Using a news program format, produce a news show about balancing work and family based on the information presented by the parents. Be sure to incorporate the part that teenagers will play in this balancing of work and family. **(Competency G2)**
7. Interview resource individuals and agency representatives that work with diversity in your community. Ask them to discuss the status and breadth of diversity in your community and to also identify resources available for working with different cultures, as well as sexism, racism, and ageism. Prepare and disseminate a brochure that summarizes this information. **(Competency G3)**



Concept of Integration/Balance

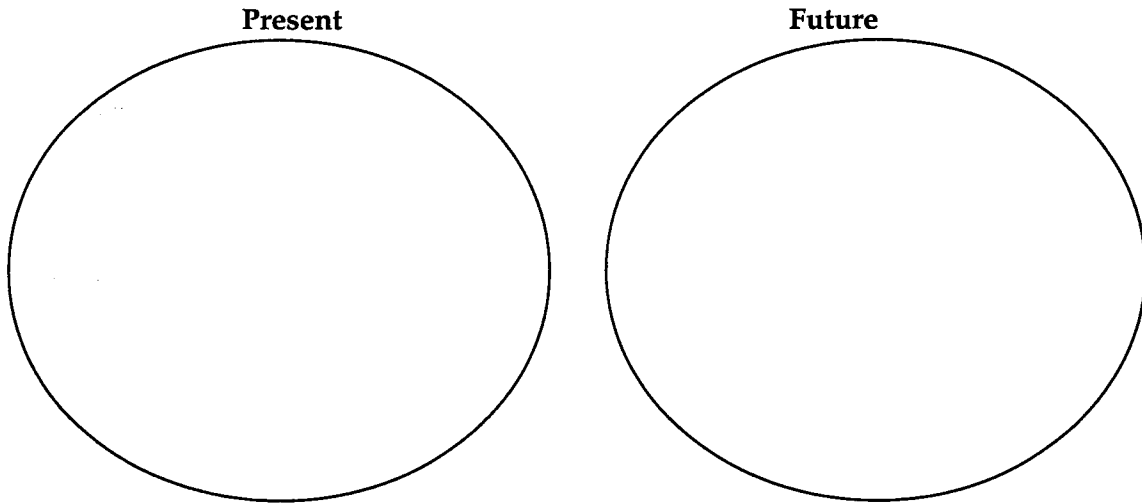
Directions: List words and ideas that come to mind when thinking about the idea of integration/balance. Using probing questions such as: What do you think about when you hear the word integration/balance? What experiences have you had related to this idea? When have you observed or not observed balance in one's life? Give examples of physical, emotional, or intellectual balance. Now code your list using the following symbols: ideas which are positive (+), negative (-), family related (f), work related (w), school related (s), economic (\$), technology-related (t), etc. Look for other similarities/differences in the list.

Integration/Balance Idea	Positive (+)	Negative (-)	Family Related (f)	Work Related (W)	School Related (s)	Economic (\$)	Technology Related (t)



Pie of Life

1. Identify 3-4 present and future life roles. Life roles may include: son or daughter, sibling, grandchild, parent, worker/employee, family member, community member, etc. Create a pie chart diagram of these roles. Represent the proportion of your life related to these roles now and hypothesize the proportion of your life spent on these roles in the future.



2. Select two "slices of the pie" from the present and future. Write a paragraph description of each of these roles.

3. Compare and contrast the life roles identified. In what ways might your life roles change over time? How might you prepare for future changes? How might you better balance life roles in the present time? In the future?

Balancing Work and Family Life Scenarios

Directions: Read the following scenario. Identify the questions that need to be answered in order to help resolve the problem.

Julie is a 17-year-old parent with a one-year old child. Her shift at the fast-food restaurant starts at 4 p.m. The baby sitter called and cannot come until 4:30 p.m., thirty minutes after Julie is to be at work.

Write your own scenario that illustrates a real-life situation (now or in the future) related to balancing work and family life. Next, identify questions that would need to be answered in order to help resolve the problem.

FCCLA Planning Process Overview

Identify Concerns



- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set a Goal



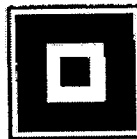
- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



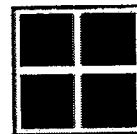
- plan how to achieve goal
- decide who, what, where, when, why and how

Act



- carry out project
- decide who, what, where, when, why and how

Follow Up



- evaluate project
- thank people involved
- recognize participants

Implementing the National Family and Consumer Sciences Standards Through FCCLA

Family, Career and Community Leaders of America (FCCLA) is the national student organization that serves and supports family and consumer sciences education. At the heart of FCCLA is involvement in projects and activities students plan, carry out and evaluate themselves. These projects create ideal opportunities for students to both develop and apply family and consumer sciences skills while demonstrating mastery of the national standards. FCCLA projects' "end products--portfolios, project reports, skills demonstrations and more--offer relevant, authentic means to assess student learning."

Through their FCCLA involvement, students sort out thoughts, analyze situations, set goals, interact with others, apply classroom knowledge and become leaders in today's--and tomorrow's--families, careers and communities. FCCLA members encounter situations through which they--

- apply skills in family and consumer sciences, academics and communication;
- accept responsibility;
- experience leadership;
- learn to plan, implement and evaluate individual and group action;
- build relationships;
- develop appreciation for diversity;
- analyze and solve problems;
- adapt to change;
- explore careers;
- establish positive career-related attitudes and habits.

FCCLA is an integral part of the family and consumer sciences education program. In the local school, this means chapter projects and activities stem from and enhance family and consumer sciences programs of study. FCCLA chapters give students expanded opportunities for knowledge application, leadership training, community involvement and personal growth. Many of these experiences occur during class time, while others may occur out of class.

FCCLA National Programs

Family, Career and Community Leaders of America offers a variety of national programs to guide and motivate students as they develop projects related to the family and consumer sciences national standards. Specific examples of the national FCCLA programs that provide strong application and assessment opportunities for each content standard are noted with it in a box titled "Application/Assessment Through FCCLA."

The following material summarizes the current FCCLA national programs, as well as units within each program that are referenced in the boxes. *Please note: programs are subject to change.*

Appendix A

FCCLA Program Support Resources

Family, Career and Community Leaders of America offers materials to support all of its national programs, as well as handbooks, guides, activity sheets, audiovisuals, brochures, *The Adviser* newsletter, *Teen Times* magazine and more. A complete list of resources created to support students and teachers in their FCCLA involvement is available in the annual *FCCLA Publications Catalog*. A free catalog is available on request from Family, Career and Community Leaders of America at--phone: (703) 476-4900; fax: (703) 860-2713; e-mail: natlhdqtrs@fcclainc.org. The publications list is also available via a free fax-on-demand service at 1-800-NFO-TOGO and on the Internet at www.fcclainc.org/whatsnew/pubform.

Contact Information

If you would like more information about how an FCCLA chapter can help you implement and assess the family and consumer sciences standards, contact your FCCLA state adviser or national FCCLA--

Family, Career and Community Leaders of America
1910 Association Drive
Reston, VA 20191-1584
Phone: (703) 476-4900
Fax: (703) 860-2713
Homepage: www.fcclainc.org

E-mail: natlhdqtrs@fcclainc.org
Fax-on-Demand: 1-800-NFO-TOGO

Missouri Association Family, Career and Community Leaders of America
Christine Hollingsworth, State Advisor
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
Phone: (573) 751-7964
Fax: (573) 526-2004 or 4261
Homepage: <http://www.dese.state.mo.us/divvoiced/fccla.htm>
E-mail: chilling@mail.dese.state.mo.us

Overview: FCCLA National Programs

Please cross-reference the following to information in the "Application/Assessment Through FCCLA" box with each content standard. *Please note: programs are subject to change.* Current information is available from Family, Career and Community Leaders of America.

Appendix A

Career Connection

Students develop projects that guide them to discover strengths, target career goals and create a plan for achieving the lifestyle they desire.

Units:

PLUG IN to Careers

understand work and the Career Connection process

SIGN ON to the Career Connection

link personal interests, skills and goals to career clusters

PROGRAM Career Steps

prepare with education, leadership and work experiences

ACCESS SKILLS for Career Success

practice being productive and promotable

INTEGRATE Work and Life

manage interconnected roles in careers, families and communities

Community Service Award

Students develop a project that uses family and consumer sciences skills to address a community need.

Families First

Students develop projects that help them gain a better understanding of how families work and learn skills to become strong family members.

Units:

Families Today

understand and celebrate families

You-Me-Us

strengthen family relationships

Meet the Challenge

overcome obstacles together

Appendix A

Balancing Family and Career

manage multiple responsibilities

Parent Practice

learn to nurture children

FCCLA FACTS (Families Acting for Community Traffic Safety)

Students develop projects to reduce impaired driving and increase seatbelt usage.

Financial Fitness

Students develop projects to educate their peers in money management areas.

Units:

Banking Basics

Cash Control

Making Money

Consumer Clout

Financing Your Future

Leaders at Work

Students develop on-the-job projects to polish leadership skills (communication, interpersonal, management, entrepreneurship) and prepare for a family and consumer sciences career.

Career Areas:

Early Childhood, Education and Services

Food Production and Services

Hospitality, Tourism and Recreation

Housing, Interiors and Furnishings

Textiles and Apparel

Family and Consumer Sciences Education

Power of One

Students develop individual self-improvement projects.

Units:

A Better You

personal growth

Family Ties

family appreciation and relationships

Working on Working

career exploration and job skills

Appendix A

Take the Lead

leadership

Speak Out for FCCLA

communication about FCCLA

STAR Events (Students Taking Action with Recognition)

Students participate in competitive events that build proficiency and achievement in leadership and job-related skills.

Events:

Applied Technology

Chapter Service Project

Chapter Showcase

Entrepreneurship

Focus on Children

Food Service

Illustrated Talk

Interpersonal Communications

Job Interview

Parliamentary Procedure

Skills for Life

STOP the Violence—Students Taking On Prevention

Students develop projects to educate their peers to recognize, report and reduce the potential for youth violence. **STOP the Violence** is a national FCCLA peer education program that provides young people with attitudes, skills and resources to address youth violence prevention. (Effective September 2000.)

Student Body

Students develop projects to educate their peers about nutrition, fitness and self-esteem.

In addition to the FCCLA national programs, the boxes reference *Dynamic Leadership*. *Dynamic Leadership* is a tool to help students learn about and practice leadership for families, careers and communities. It features five "Lessons in Dynamic Leadership," six "Essentials of Dynamic Leadership" and five "Strategies for Dynamic Leadership."

Essentials of Dynamic Leadership:

Character for Leaders

Problem Solving for Leaders

Relationships for Leaders

Conflict Management for Leaders

Team Building for Leaders

Peer Education for Leaders

Appendix A

FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0: Integrate multiple life roles and responsibilities in family, work, and community settings.

CONSUMER AND FAMILY RESOURCES

2.0: Evaluate management practices related to the human, economic, and environmental resources.

CONSUMER SERVICES

3.0: Integrate knowledge, skills, and practices required for careers in consumer services.

EARLY CHILDHOOD, EDUCATION, AND SERVICES

4.0: Integrate knowledge, skills, and practices required for careers in early childhood education and services.

FACILITIES MANAGEMENT AND MAINTENANCE

5.0: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FAMILY

6.0: Evaluate the significance of family and its impact on the well-being of individuals and society.

FAMILY AND COMMUNITY SERVICES

7.0: Integrate knowledge, skills, and practices required for careers in family and community services.

FOOD PRODUCTION AND SERVICES

8.0: Integrate knowledge, skills, and practices required for careers in food production and services.

Appendix A

FOOD SCIENCE, DIETETICS, AND NUTRITION

9.0: Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

HOSPITALITY, TOURISM, AND RECREATION

10.0: Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

HOUSING, INTERIORS, AND FURNISHINGS

11.0: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

HUMAN DEVELOPMENT

12.0: Analyze factors that impact human growth and development.

INTERPERSONAL RELATIONSHIPS

13.0: Demonstrate respectful and caring relationships in the family, workplace, and community.

NUTRITION AND WELLNESS

14.0: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

PARENTING

15.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

TEXTILES AND APPAREL

16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Appendix A

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0: Integrate multiple life roles and responsibilities in family, work, and community settings.

1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PROGRAM Career Steps; INTEGRATE Work and Life; PLUG IN to Careers; SIGN ON to the Career Connection; ACCESS SKILLS for Career Success

Community Service: civic/character education; community involvement; projects that address the needs of individuals and families

Dynamic Leadership: balancing home, school, work and family involvements; Character for Leaders; Problem Solving for Leaders; Team Building for Leaders

Families First: Balancing Family and Career; Meet the Challenge

FCCLA FACTS: community traffic safety advocacy

Financial Fitness: Making Money; Financing Your Future

Leaders at Work: on-the-job management projects

Power of One: A Better You; Family Ties; Working on Working; Take the Lead; Speak Out for FCCLA

STAR Events: Applied Technology; Illustrated Talk; Skills for Life

Student Body: projects that address health and fitness trends

1.2 Demonstrate transferable and employability skills in community and workplace settings.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making

Appendix A

Money

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Illustrated Talk; Job Interview; Parliamentary Procedure; Skills for Life; all team events

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

1.3 Analyze the reciprocal impact of individual and family participation in community activities.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PROGRAM Career Steps

Community Service: projects that promote and support voluntarism

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Peer Education for Leaders

FCCLA FACTS: community traffic safety projects

Power of One: A Better You; Take the Lead

STAR Events: Chapter Service Project; Skills for Life

STOP the Violence: projects to educate peers about community resources and support systems

CONSUMER AND FAMILY RESOURCES

2.0: Evaluate management practices related to the human, economic, and environmental resources.

2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; consumer experience while obtaining project materials

Dynamic Leadership: Problem Solving for Leaders

Families First: Parent Practice

Financial Fitness: Consumer Clout

Appendix A

Fundraising: consumer experience while obtaining materials; observation of customers' consumer decisions

Leadership roles: experience with time management; experience designing a plan of work

Power of One: A Better You; Take the Lead

STAR Events: Illustrated Talk; Skills for Life

STOP the Violence: projects to educate peers about individual and family choices

2.2 Analyze the relationship of the environment to family and consumer resources.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: conservation and recycling projects

Dynamic Leadership: Character for Leaders

STAR Events: Focus on Children; Illustrated Talk

2.3 Analyze policies that support consumer rights and responsibilities.

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout

Dynamic Leadership: Peer Education for Leaders

Power of One: Take the Lead

STAR Events: Illustrated Talk

2.4 Evaluate the impact of technology on individual and family resources.

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Balancing Family and Career

Financial Fitness: Consumer Clout

STAR Events: Applied Technology; Illustrated Talk

2.5 Analyze the interrelationships between the economic system and consumer actions.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Community Service: projects to educate public about and support family assistive services

Families First: Balancing Family and Career

Appendix A

Financial Fitness: Cash Control; Financing Your Future

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You

STAR Events: Illustrated Talk

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: financial management education

Families First: Balancing Family and Career

Financial Fitness: Banking Basics; Cash Control

Power of One: A Better You

STAR Events: Applied Technology; Illustrated Talk

CONSUMER SERVICES

3.0: Integrate knowledge, skills, and practices required for careers in consumer services.

3.1 Analyze career paths within consumer service industries.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Conflict Management for Leaders; Teamwork for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Chapter Showcase; Entrepreneurship; Interpersonal Communications; Job Interview

3.2 Analyze factors that impact consumer advocacy.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; LINK UP to Jobs

Appendix A

Community Service: consumer education projects

Dynamic Leadership: Peer Education for Leaders

FCCLA FACTS: consumer education regarding traffic safety practices and products

Financial Fitness: Consumer Clout

Fundraising: advertising and public relations for chapter business; customer relations experience

Leaders at Work: on-the-job communication projects; Family and Consumer Sciences Education leadership projects

Power of One: Working on Working

STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk; Interpersonal Communications

3.3 Analyze factors in developing a long-term financial management plan.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PROGRAM Career Steps

Families First: Balancing Family and Career

Financial Fitness: Banking Basics; Cash Control; Financing Your Future

Leaders at Work: on-the-job management projects

Power of One: Working on Working

STAR Events: Illustrated Talk

3.4 Analyze resource consumption for conservation and waste management practices.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; waste management projects

Families First: Parent Practice

Power of One: Take the Lead

STAR Events: Illustrated Talk

3.5 Demonstrate skills needed for product development, testing, and presentation.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

FCCLA FACTS: traffic safety surveys; product analysis

Financial Fitness: Consumer Clout

Appendix A

Fundraising: sales experience

Leaders at Work: on-the-job communication, interpersonal skills and entrepreneurship projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk

EARLY CHILDHOOD, EDUCATION AND SERVICES

4.0: Integrate knowledge, skills, and practices required for careers in early childhood education and services.

4.1 Analyze career paths within early childhood, education and services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career; Parent Practice

Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Job Interview

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: age-appropriate projects with children; babysitter training; volunteer child care; projects with exceptional children

Families First: Parent Practice

Leaders at Work: Early Childhood, Education and Services leadership projects

STAR Events: Focus on Children; Illustrated Talk

Student Body: nutrition and fitness projects with children

Appendix A

4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

FCCLA FACTS: traffic safety projects with children

Financial Fitness: money management projects with children

Leaders at Work: Early Childhood, Education and Services leadership projects

STAR Events: Focus on Children

Student Body: fitness, nutrition and self-esteem projects with children

4.4 Demonstrate a safe, healthy learning environment for children.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: child abuse awareness education; projects to improve child-care settings

Dynamic Leadership: Conflict Management for Leaders

Families First: Parent Practice

Leaders at Work: Early Childhood, Education and Services leadership projects

STAR Events: Entrepreneurship; Focus on Children

STOP the Violence: violence prevention lessons with children; child abuse education and reporting; exploration of security procedures in child-care settings

Student Body: health habit and nutrition projects with children

4.5 Demonstrate techniques for positive collaborative relationships with children.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: projects that involve and benefit families

Dynamic Leadership: Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: Families Today; Meet the Challenge; Parent Practice

FCCLA FACTS: traffic safety projects with children and families

Financial Fitness: money management projects with children

Leaders at Work: Early Childhood, Education and Services leadership projects

Appendix A

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Chapter Showcase; Focus on Children; Interpersonal Communications; Job Interview

Student Body: fitness, nutrition and self-esteem projects with children

4.6 Demonstrate professional practices and standards related to working with children.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; PROGRAM Career Steps; LINK UP to Jobs

Dynamic Leadership: Character for Leaders; Team Building for Leaders

Financial Fitness: Making Money

Fundraising: early childhood or education business

Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship; Focus on Children; Job Interview

FACILITIES MANAGEMENT AND MAINTENANCE

5.0: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

5.1 Analyze career paths within the facilities management and maintenance areas.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Job Interview

Appendix A

5.2 Demonstrate planning, organizing and maintaining an efficient housekeeping operation.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: facilities management and maintenance services/business

Leaders at Work: on-the-job management and entrepreneurship projects; Hospitality, Tourism and Recreation leadership projects

STAR Events: Entrepreneurship

5.3 Demonstrate sanitation procedures for a clean and safe environment.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote environment-friendly cleaning methods; pest control/pesticides education

Power of One: Working on Working

STAR Events: Applied Technology; Entrepreneurship

5.4 Apply hazardous materials and waste management procedures.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: recycling projects; waste management education; hazardous materials education

STAR Events: Illustrated Talk

5.5 Demonstrate a work environment that provides safety and security.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Conflict Management for Leaders; Peer Education for Leaders

Power of One: Working on Working

STAR Events: Applied Technology; Entrepreneurship

STOP the Violence: exploration of youth violence issues in work environments

5.6 Demonstrate appropriate laundering processes.

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Applied Technology

Appendix A

5.7 Demonstrate facilities management functions.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders; Team Building for Leaders

Financial Fitness: Making Money

Fundraising: facilities management and maintenance services/business

Leaders at Work: on-the-job management and entrepreneurship projects; Hospitality, Tourism and Recreation leadership projects

STAR Events: Applied Technology; Entrepreneurship

FAMILY

6.0: Evaluate the significance of family and its impact on the well being of individuals and society.

6.1 Analyze the impact of family as a system on individuals and society.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Family

Dynamic Leadership: Team Building for Leaders

Families First: Families Today; Meet the Challenge; You-Me-Us; Parent Practice; Balancing Family and Career

Financial Fitness: Financing Your Future

Power of One: Family Ties

STAR Events: Applied Technology; Illustrated Talk; Interpersonal Communications

STOP the Violence: exploration of family role in transmitting societal expectations related to violence; exploration of the impact of change and transitions on youth violence

6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Relationships for Leaders

Families First: Families Today; You-Me-Us; Meet the Challenge

Leaders at Work: on-the-job interpersonal skills projects

Power of One: Family Ties

Appendix A

STAR Events: Illustrated Talk; Interpersonal Communications

STOP the Violence: projects to educate peers to respect diversity

FAMILY AND COMMUNITY SERVICES

7.0: Integrate knowledge, skills, and practices required for careers in family and community services.

7.1 Analyze career paths within family and community services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

7.2 Analyze factors related to providing family and community services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: experience with professional, ethical, legal and safety practices while providing human services; projects with and for human service agencies

Dynamic Leadership: Character for Leaders

Families First: Meet the Challenge; Parent Practice

STAR Events: Chapter Service, Focus on Children; Illustrated Talk

STOP the Violence: projects to educate peers about effective self-advocacy strategies

7.3 Demonstrate professional behaviors, skills and knowledge in providing family and community services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Appendix A

Community Service: experience with professional behaviors, skills and knowledge while providing human services

Dynamic Leadership: Relationships for Leaders; Team Building for Leaders

Families First: Meet the Challenge

Power of One: A Better You; Speak Out for FCCLA

STAR Events: Applied Technology; Chapter Showcase; Interpersonal Communications; Job Interview; Skills for Life

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Meet the Challenge

FCCLA FACTS: traffic safety projects that benefit persons with disadvantaging conditions

Financial Fitness: Financing Your Future

Power of One: Family Ties

STAR Events: Illustrated Talk

Student Body: nutrition, fitness and self-esteem projects that benefit persons with disadvantaging conditions

7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects that benefit individuals and families with disadvantaging conditions

Dynamic Leadership: Problem Solving for Leaders; Peer Education for Leaders

Families First: Meet the Challenge; Balancing Family and Career; Parent Practice

Power of One: A Better You; Family Ties

STAR Events: Chapter Service; Illustrated Talk; Interpersonal Communications

STOP the Violence: projects to educate peers to make informed choices, access resources and support, and follow through on responsibilities

FOOD PRODUCTION AND SERVICES

8.0: Integrate knowledge, skills, and practices required for careers in food production and services.

Appendix A

8.1 Analyze career paths within the food production and food services industries.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Food Production and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

8.2 Demonstrate food safety and sanitation procedures.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote waste management and recycling in food production and services

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Food Service; Illustrated Talk

Student Body: food safety education projects

8.3 Demonstrate selecting, using and maintaining food production equipment.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship; Food Service

8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship

Student Body: projects to develop nutritious menus

Appendix A

8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Food Production and Services leadership projects

STAR Events: Food Service

8.6 Demonstrate implementation of food service management functions.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Entrepreneurship

8.7 Demonstrate the concept of internal and external customer service.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Fundraising: customer service experience

Leaders at Work: Food Production and Services leadership projects

Power of One: Working on Working

STAR Events: Entrepreneurship; Illustrated Talk

FOOD SCIENCE, DIETETICS AND NUTRITION

9.0: Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

9.1 Analyze career paths within food science, dietetics, and nutrition industries.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Appendix A

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Applied Technology; Food Service; Illustrated Talk

Student Body: food safety education projects

9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Illustrated Talk

Student Body: nutrition-related education projects

9.4 Demonstrate basic concepts of nutritional therapy.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Power of One: A Better You

Student Body: nutrition-related service projects

9.5 Demonstrate use of current technology in food product development and marketing.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: food-related products/business

STAR Events: Applied Technology; Food Service

Student Body: food marketing education projects; food safety projects

9.6 Demonstrate food science, dietetics and nutrition management principles and practices.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: food-related business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship; Food Service

Appendix A

HOSPITALITY, TOURISM AND RECREATION

10.0: Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

10.1 Analyze career paths within the hospitality, tourism, and recreation industries.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Hospitality, Tourism and Recreation leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

10.2 Demonstrate procedures applied to safety, security, and environmental issues.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: child safety projects; personal safety projects; environmental stewardship projects

Dynamic Leadership: Conflict Management for Leaders

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Power of One: Working on Working

STAR Events: Applied Technology; Entrepreneurship

STOP the Violence: projects to address youth violence issues in hospitality, tourism and recreation settings

10.3 Apply concepts of service to meet customer expectations.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Character for Leaders; Relationships for Leaders

Fundraising: customer relations experience

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Appendix A

Power of One: Working on Working

STAR Events: Illustrated Talk; Skills for Life

10.4 Demonstrate practices and skills involved in lodging occupations.

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Making Money

Fundraising: cash handling; accounting; financial transactions

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Leadership roles: convention/meeting/ banquet experiences

10.5 Demonstrate practices and skills for travel-related services.

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Leadership roles: travel experiences; planning skills

STAR Events: Applied Technology

10.6 Demonstrate management of recreation, leisure, and other programs and events.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: career-related events

Community Service: service and educational events

Dynamic Leadership: Peer Education for Leaders

Families First: family-related events

FCCLA FACTS: traffic safety events

Financial Fitness: money management-related events

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Power of One: Take the Lead

STAR Events: Applied Technology; Focus on Children; Skills for Life

Student Body: nutrition-, fitness- and self-esteem-related events; fitness education

Appendix A

HOUSING, INTERIORS, AND FURNISHINGS

11.0: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

11.1 Analyze career paths within the housing, interiors, and furnishings industry.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Housing, Interiors and Furnishings leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

11.2 Evaluate housing decisions in relation to available resources and options.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: affordable housing projects

Families First: Parent Practice; Balancing Family and Career

Financial Fitness: Financing Your Future

Leaders at Work: Housing, Interiors and Furnishings leadership projects

Power of One: Family Ties

STAR Events: Applied Technology; Illustrated Talk

11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to educate others about accessible design and age-appropriate products and furnishings; projects to improve school, family services, child-care and other public spaces

Families First: Balancing Family and Career; Parent Practice

Financial Fitness: Consumer Clout

Appendix A

Leaders at Work: Housing, Interiors and Furnishings leadership projects

STAR Events: Focus on Children; Illustrated Talk; design of manuals and displays

11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Housing, Interiors and Furnishings leadership projects

STAR Events: Applied Technology

11.5 Analyze influences on architectural and furniture design and development.

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Housing, Interiors and Furnishings leadership projects

STAR Events: Applied Technology; Entrepreneurship

11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to improve school, family services, child-care and other public spaces

Financial Fitness: Financing Your Future

Leaders at Work: Housing, Interiors and Furnishings leadership projects

11.7 Demonstrate design ideas through visual presentation.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Leaders at Work: Housing, Interiors and Furnishings leadership projects

STAR Events: Applied Technology; Entrepreneurship; design and presentation of displays and manuals

11.8 Demonstrate general procedures for business profitability and career success.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: LINK UP to Jobs; ACCESS SKILLS for Career Success

Financial Fitness: Making Money

Fundraising: sales; management

Appendix A

Leaders at Work: on-the-job entrepreneurship projects; Housing, Interiors and Furnishings leadership projects

STAR Events: Entrepreneurship; Job Interview

HUMAN DEVELOPMENT

12.0: Analyze factors that impact human growth and development.

12.1 Analyze principles of human growth and development across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: SIGN ON to the Career Connection; INTEGRATE Work and Life

Community Service: projects with children, families, elderly people

Dynamic Leadership: Character for Leaders

Families First: Parent Practice

FCCLA FACTS: age-appropriate traffic safety campaigns

Financial Fitness: projects with children, families, elderly people

Power of One: A Better You; Family Ties

STAR Events: Chapter Service Project; Focus on Children; Illustrated Talk; Interpersonal Communications

STOP the Violence: exploration of physical, emotional, social and intellectual aspects of youth violence

Student Body: projects that explore nutrition, fitness and self-esteem at various life stages

12.2 Analyze conditions that influence human growth and development.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Families First: Families Today; Meet the Challenge

Financial Fitness: Financing Your Future

Power of One: A Better You; Family Ties

STOP the Violence: projects to educate peers about how external conditions may influence youth violence

Student Body: projects that explore cultural and economic influences on nutrition, fitness and self-esteem

Appendix A

12.3 Analyze strategies that promote growth and development across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Relationships for Leaders; Team Building for Leaders

Families First: You-Me-Us; Meet the Challenge; Balancing Family and Career; Parent Practice

Leaders at Work: on-the-job communication, interpersonal skills and management projects

Leadership roles: skills and characteristics that promote healthy development

Power of One: A Better You; Family Ties

STOP the Violence: projects to teach effective communication strategies; projects to link potentially troubled youths to appropriate support systems

Student Body: projects that promote strategies for healthy nutrition, fitness and self-esteem

INTERPERSONAL RELATIONSHIPS

13.0: Demonstrate respectful and caring relationships in the family, workplace and community.

13.1 Analyze functions and expectations of various types of relationships.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Families First: You-Me-Us; Meet the Challenge

Leaders at Work: on-the-job interpersonal skills projects

Power of One: A Better You; Family Ties; Working on Working

STAR Events: Interpersonal Communications; Skills for Life

STOP the Violence: exploration of relationship factors that influence youth violence; projects to teach stress management strategies

13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects for and with those in need

Dynamic Leadership: Character for Leaders; Relationships for Leaders; Conflict Management for Leaders

Families First: Meet the Challenge

Power of One: A Better You

STAR Events: Chapter Service Project; Illustrated Talk; application of stress management in competition

Appendix A

STOP the Violence: projects to promote development of nonviolent personal characteristics; projects to promote use of positive personal standards and codes of conduct

Student Body: self-esteem projects; stress management education

13.3 Demonstrate communication skills that contribute to positive relationships.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Character for Leaders; Relationships for Leaders; Conflict Management for Leaders; Peer Education for Leaders

Families First: You-Me-Us

Leaders at Work: on-the-job communication projects

Power of One: A Better You; Family Ties; Working on Working; Take the Lead; Speak Out for FCCLA

STAR Events: Chapter Showcase; Interpersonal Communications; Job Interview

STOP the Violence: projects to teach effective communication skills

13.4 Evaluate effective conflict prevention and management techniques.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: anti-violence education; conflict management education

Dynamic Leadership: Problem Solving for Leaders; Conflict Management for Leaders

Families First: Meet the Challenge

Power of One: A Better You; Family Ties

STOP the Violence: projects to educate peers about violence-related attitudes; projects to teach conflict prevention and management techniques; projects to link peers to community resources that support conflict prevention and management

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: team service projects

Dynamic Leadership: all leadership projects

Families First: You-Me-Us; team family-related projects

FCCLA FACTS: traffic safety activism; team traffic safety projects

Appendix A

Financial Fitness: team money management projects

Leaders at Work: all on-the-job leadership projects

Power of One: Take the Lead

STAR Events: Food Service; Interpersonal Communications; Parliamentary Procedure; all team events

STOP the Violence: experience with cooperation, compromise and collaboration

Student Body: team fitness, nutrition and self-esteem projects

13.6 Demonstrate standards that guide behavior in interpersonal relationships.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; INTEGRATE Work and Life

Dynamic Leadership: Character for Leaders; Relationships for Leaders; Peer Education for Leaders

Families First: Balancing Family and Career

Power of One: A Better You

STAR Events: application of ethics in preparation and competition

STOP the Violence: projects to promote nonviolent standards in interpersonal relationships

NUTRITION AND WELLNESS

14.0: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties

STAR Events: Applied Technology; Illustrated Talk

Student Body: projects that explore psychological, cultural and social influences related to food choice; food marketing and labeling education

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Parent Practice

Power of One: A Better You

Appendix A

STAR Events: Illustrated Talk

Student Body: nutrition education; eating disorders education

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs

Leaders at Work: Food Production and Services leadership projects

Power of One: A Better You

STAR Events: Illustrated Talk

Student Body: dietary guidelines education; projects addressing special nutritional needs (i.e. athletes, elderly, prenatal, etc.)

14.4 Evaluate factors that affect food safety, from production through consumption.

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote food safety and sanitation in preparation of foods donated to those in need

Families First: Parent Practice

STAR Events: Focus on Children; Illustrated Talk

Student Body: food safety education; food labeling education

14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Applied Technology; Illustrated Talk

Student Body: nutrition science projects; projects that explore nutritional implications of food preparation techniques and technology

PARENTING

15.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

15.1 Analyze roles and responsibilities of parenting.

APPLICATION/ASSESSMENT THROUGH FCCLA

Appendix A

Career Connection: INTEGRATE Work and Life

Community Service: parenting education

Families First: Families Today; Parent Practice; Meet the Challenge; Balancing Family and Career

Financial Fitness: Financing Your Future Power of One: Family Ties

STAR Events: Illustrated Talk

STOP the Violence: exploration of how parenting practices encourage the development of antiviolenace attitudes and skills

15.2 Evaluate parenting practices that maximize human growth and development.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Families First: You-Me-Us; Meet the Challenge; Balancing Family and Career

STAR Events: Interpersonal Communications

STOP the Violence: domestic violence education and prevention projects

15.3 Evaluate external support systems that provide services for parents.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Community Service: project to create community resources directory; parenting education

Families First: Families Today; Meet the Challenge

STAR Events: Illustrated Talk

15.4 Analyze physical and emotional factors related to beginning the parenting process.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Community Service: pregnancy prevention; abstinence promotion; prenatal health education

Dynamic Leadership: Character for Leaders

Families First: Balancing Family and Career; Parent Practice

Financial Fitness: Financing Your Future

STAR Events: Illustrated Talk

Appendix A

STOP the Violence: projects to raise awareness about external support systems for parents of youth
Student Body: family health fair; projects promoting wellness for young families

TEXTILES AND APPAREL

16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparel.

16.1 Analyze career paths within textile and apparel design industries.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Textiles and Apparel leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

16.2 Evaluate fiber and textile materials.

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout

Leaders at Work: Textiles and Apparel leadership projects

STAR Events: Applied Technology

16.3 Demonstrate apparel and textile design skills.

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Textiles and Apparel leadership projects

STAR Events: Applied Technology

16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: clothing alteration and repair business; apparel, drapery or slipcover production business;

Appendix A

custom-designed apparel business

Leaders at Work: Textiles and Apparel leadership projects

16.5 Evaluate elements of textile and apparel merchandising.

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Character for Leaders

Financial Fitness: Consumer Clout

Fundraising: textile/apparel business

Leaders at Work: Textiles and Apparel leadership projects

STAR Events: Entrepreneurship; Illustrated Talk

16.6 Evaluate the components of customer service.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Fundraising: customer service experience

Leaders at Work: Textiles and Apparel leadership projects

Power of One: Working on Working

STAR Events: Chapter Showcase; Entrepreneurship; Illustrated Talk

16.7 Demonstrate general operational procedures required for business profitability and career success.

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: LINK UP to Jobs; ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders, Conflict Management for Leaders

Financial Fitness: Making Money

Leaders at Work: on-the-job entrepreneurship projects; Textiles and Apparel leadership projects

Power of One: Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview