

UNIT 1

MANAGING WORK AND FAMILY LIFE

Practical Problem:

How do I determine which strategies should be used to balance both work and family life to improve or maintain nutrition and wellness practices for me and my family?

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. Describe demands families face in managing work.
2. Describe demands individuals face in managing family life.
3. Compare the characteristics of technical problems, theoretical problems, and practical problems.
4. Define value system.
5. Explain how values influence decision-making.
6. Use planning and goal-setting strategies.

Teacher Background Information

Rationale

Balancing the demands of work and family life challenges students to understand and apply various resource management techniques. Students must be able to explain how time, money, and human ability can be managed to achieve goals. They also need to understand how to set realistic goals and make a plan to achieve those goals. Achieving balance takes more than management skills alone. Balance provides an internal sense of control and confidence. Personal values and goals must be added to management skills to create balance. A person may manage his or her time and money very well and not be happy with the life they are living.

Background

Busy lifestyles, financial constraints, and lack of knowledge about nutrition all contribute to poor eating habits for many Americans. Fortunately, habits can be changed.

Balancing work and family life requires skill in management. By learning important management strategies students will be better prepared to make decisions about eating habits, food choices, and wellness goals. Wellness includes physical health,

mental/emotional health, and social well-being. The roles of employee and family member often overlap or collide. This can be a great source of stress on the individuals involved. The first step toward achieving balance is setting realistic goals. Goals allow individuals to focus their time, energy, money, and other important resources toward reaching the goal. The next step is to set priorities for reaching the goals. Which goals must come first, or which goals require attention every day? Establishing priorities will help determine what actions are needed first, or next.

Students need to understand the different types of problems that they must manage in their daily life. Practical problems are complex, often important information is lacking. Values influence the decisions made regarding practical problems. "How can I improve my physical strength" is a practical problem that may have more than one right answer.

In contrast, management problems relate more to getting something done. "What should I do to provide a healthful meal for my family?" is a management problem that can be worked through rather quickly.

A third type of problem is a scientific problem that involves trial and error to find a solution. All three types of problems play a role in balancing the demands we face in life. There are strategies that can be used to work through each type of problem. The skill and confidence that comes with being able to manage in many situations will help students become better critical thinkers.

This unit will prepare students for additional management skills used later in the course. Be sure that students are comfortable with these management strategies before moving on to the next unit.

References:

- Duyff, R. L. (2000). *Nutrition & wellness*. Peoria, IL: Glencoe/McGraw-Hill.
- Eubanks, E., Sasse, C. R., & Glosson, L. R. (2000). Balancing your life. In *Shaping your future* (pp. 66-79). Peoria, IL: Glencoe/McGraw-Hill.
- Storrer, I. (1996, March). *Personal and family wellness*. Topeka, KS: Kansas State Board of Education.

Instructional Strategies

1. **Describe demands families face in managing work. (Competencies PS/A-1, PS/A-2)**
 - a. Hand out copies of the case studies (Case Study Fact Sheet) in this unit. Work individually on all case studies, or group students to work cooperatively with one case study assigned per group. After the students have had time to read the information, use a Venn diagram to list all of the demands each family must balance. Divide the diagram into Work Demands and Family Demands.

Questions for Discussion/Formative Assessment

- *Are there times when work demands and family demands overlap?*
- *How can all of these demands be managed so that everything gets done?*
- *How do a person's values influence the choices that person makes to balance work and family demands?*
- *What is likely to happen to a person who cannot balance these demands?*
- *What can happen when the members of the family disagree about how to balance work and family? Give some examples.*

2. Describe demands individuals face in managing family life. (Competency PS/A-1)

- a. Form a circle. Using three different colored, lightweight balls, throw one ball around the circle at least five times. At each stop, the individual name's one responsibility she or he has at home each day. Repeat throwing one ball at least two more times. Now, add a second ball to represent family responsibilities. Throw only the second ball around a couple of times, with everyone naming a family responsibility they have each day. Now throw both balls together. After the balls have gone around a couple of times, add the third ball to represent work responsibilities students may face. (For students, work responsibilities may include a part-time job, school responsibilities, or volunteer commitments.)

Questions for Discussion/Formative Assessment

- *How difficult was it to juggle one ball at the beginning of this activity?*
- *Did it become more difficult when we added the additional balls? Why?*
- *How is this game like real life when individuals have to balance three types of demands at one time? Do we sometimes "drop the ball" on one of our responsibilities?*
- *Who sometimes suffers when we don't juggle all of the balls well?*
- *How can this juggling act affect our health?*

- b. Discuss the definition of Resources relative to management using a "Chalk Talk" (writing the key information on the board). Resources can be anything used to achieve goals. Some resources cost money or must be provided. Other resources exist for anyone to use. Describe Personal Resources such as knowledge, talent, skills, time, and commitment. Give examples of how each resource can be used to solve a problem or manage in a situation. Next discuss Natural Resources such as air, water, electricity or fuel, plants, land, and wind which can be used to manage in some situations. Talk with students about Material Resources such as money, equipment, supplies, medicine, or technology. Lastly, discuss Community Resources such as government, media, parks, libraries, law enforcement, museums, businesses, schools, or service organizations. With the information about each type of resource showing on the board, complete Activity Sheet #1: **Managing My**

Resources. After finishing the activity, discuss which type of resources were related to each situation.

3. Compare the characteristics of technical problems, management problems, and practical problems. (Competency PS/A-2)

- a. Use Fact Sheet #2: **Problems, Problems, Problems** to compare and contrast the different types of problems you are familiar with, and the different characteristics of each type of problem. Make a list of different types of problems that these strategies could help with.

Questions for Discussion/Formative Assessment

- *Which strategy might you use to decide what to do about hosting a teacher appreciation reception? (Management)*
- *Which strategy might you use to decide what to do after you complete high school? (Practical)*
- *Which strategy might you use to decide what to do about improving your health and fitness level? (Practical)*
- *Which strategy might you use to decide what to do about removing grass stains from your new pair of jeans? (Scientific)*

- b. Discuss the FCCLA Planning Process. A copy of the FCCLA Planning Process is included in this unit. Of the three types of problem-solving strategies discussed earlier, which type is the FCCLA Planning Process like?
- c. It takes 'good thinking' to determine values, set goals, and prioritize actions to reach goals. Use Fact Sheet #3: **Characteristics of Good Thinkers** to examine the specific behaviors required to make good decisions for practical problems.

4. Define value system. (Competencies PS/A-1, PS/A-3)

- a. Use Activity Sheet #2: **Developing a Value System Student** to help recognize various types of values and reflect on how those values develop within an individual.

Questions for Discussion/Formative Assessment

- *What are values and how are our values influenced?*

- b. Use Student Activity Sheet #3: **What Matters Most to Me** to explore value systems. Discuss why each student is likely to have different answers to the questions. Discuss why all answers are correct.
- c. Hand out 3 x 5 index cards to all students and ask them to think of a value to add to the values already discussed. Post the additional values around the room.

5. Explain how values influence decision-making. (Competencies PS/A-2, PS/A-3)

- a. Make predictions about the decisions each person would make in the following situations based on the values listed. Discuss how each person's values might influence the decision. Would a person with a different value make the same decision in the same situation, or choose a different action?

Value	Situation
Career	Jan receives a job offer for a promotion that will require her to move 450 miles away from her family. Should she accept this offer?
Honesty	Ryan knows that his friend Danny stole some money from Ryan's sister when he visited last week. He only took \$5.00 and Danny is a good friend. Should Ryan tell his sister what he knows, or let it go?
Popularity	Kelley wants to be Junior class president. She earns A's in most of her classes and has been on the honor roll for the past two years. She is worried if the other students think she is too smart, they may not vote for her as class president. Should Kelley let her grades slide a little so the other students will like her more and vote for her?
Freedom	Adam's friends are planning to all attend the same college after high school. They want to live together in the same residence hall for the first year and then all rent an apartment together later. They are pressuring Adam to join them in their plans. What should he do?

6. Use planning and goal-setting strategies. (Competency PS/A-3)

- a. Hand out copies of the FCCLA Planning Process in this unit. Discuss each stage of the planning process.

Questions for Discussion/Formative Assessment

- *What is a reasonable goal?*
- *How can you figure out what resources you have and what resources you need?*
- *Why is it important to write out a plan?*

- b. Set one realistic goal that can be achieved in one or two weeks. Use the FCCLA Planning Process to make a plan to achieve the goal. (Examples might include increasing physical activity to 20 minutes every day; cleaning up a room or closet to get organized; develop a resume and apply for at least two summer jobs; research four colleges and compare degree programs and costs.) Keep a journal of your progress toward the goal. Evaluate the outcome at the end of the time.

Summative Assessments

Paper and Pencil

1. Use the Lifetime Wellness Plan from the Implementation Handbook for Family and Consumer Sciences, Section 6, available online at:
http://dese.mo.gov/divcareered/facs_curriculum.htm#Implementation_Handbook_for_FCS/ (Competencies PS/A-1, PS/A-3)
2. Use Activity Sheet #4: **Which Values Influenced These Decisions** to assess student's understanding. A list of values is provided on Activity Sheet #2: **Developing a Value System** in this unit. (Competency PS/A-3)

Classroom Experiences

1. FCCLA Activity. Develop a student project focusing on setting goals for managing stress and balancing multiple demands. The project should demonstrate good planning and management skills. (Competencies PS/A-2, PS/A-3)

Application to Real-Life Settings

1. Write a one-page paper explaining one thing you would like to manage better in your own lives. It may be money, time, or other resources. Develop written goals and a plan of action to get started. (Competencies PS/A-2, PS/A-3)
2. Evaluate how time is spent each day, by creating a pie chart illustrating how much time is devoted each day to various activities. You may set the specific categories such as School, Physical Activity, Homework, Part-time Job, etc., or create your own individual categories. Write a paragraph summary of how effectively the time is used. (Competencies PS/A-1, PS/A-2, PS/A-3)

FCCLA PLANNING PROCESS

Identify Concerns



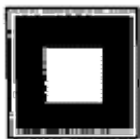
- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

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

Fact Sheet #1



A Day in the Life...

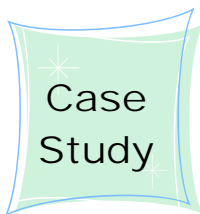
Ellen is a single parent with two children. Caleb is 7 years old and Kyle is 5 years old. Ellen's great-grandmother also lives with them. Virginia is 79 and no longer drives, although she is able to care for herself and help out around the house with light tasks. Ellen has to juggle her time to take care of both boys and be available when her great-grandmother needs help.

Ellen is a real estate agent. She works for a company near where she lives and she is able to do some work from home. She also works on weekends, evenings, or holidays if a client calls and wants to see a piece of property for sale.

It is difficult to describe a typical day for Ellen since her work may not follow a predictable pattern. Here is one example of how her day unfolds:

6:00 am	Wake up, shower, and dress.
6.45 am	Wake up boys and help them dress for school.
7:30 am	Prepare breakfast.
8:15 am	Drive boys to school.
9:00 am	Arrive at work to check messages, return phone calls, complete paperwork.
9:20 am	Receive a phone call from a client who wants to view a property over lunch.
9:30 am	Contact property owner to arrange showing over lunch; begins to review property information before showing.
9:50 am	Discover an important document on the property was not filled out earlier. Contacts the owner to set up earlier time to come by for the information.
11:00 am	Drive to the property to meet with the owner before the possible buyer arrives. Fill out missing paperwork and answer questions to update the owner on efforts to sell the home.
11:55 am	Clients arrive to view the property. They are from out-of-town and have a number of questions about the neighborhood, schools, and other similar homes. Ellen spends the next three hours driving them to two other possible homes to view. They decide to think about it and call her back later in the day.
3:30 pm	Leave the office to pick up the boys at school.
4:00 pm	Caleb has a swimming lesson for 45 minutes. Take vacuum cleaner to the repair shop during the swimming lesson.
4:45 pm	Pick up Caleb and drive home.
5:30 pm	Client calls to discuss making an offer on one of the houses.
6:30 pm	Begins preparing dinner and talks with Grandma Virginia about her day. She realizes she never got a break for lunch.
8:30 pm	Tucks the boys into bed after their showers and a story.
9:00 pm	Collapses in a chair to take a break at the end of a long day.

Fact Sheet #1 – Continued



Working Together as a Family...

Matteo and Justina own a local restaurant. They have one daughter, Mindy, who is 11. As small business owners, they have to be at the restaurant most of the time to make sure everything operates smoothly. The restaurant serves lunch and dinner Monday through Sunday from 11:00 am to 8:00 pm. They have two part-time assistant managers so Matteo and Justina do not have to work seven days each week.

Mindy plays softball in the summer and participates in gymnastics all year. Next year when she enters 6th grade, she will be allowed to stay home alone sometimes. For now, she comes to the restaurant after school or practice.

Each day is hectic as they balance family needs with inflexible work demands. It takes strong management skills and good communication. Here is a typical day:

7:00 am	Wake up and get dressed
7:30 am	Family breakfast and discussion of the day's schedule. This is the only quiet time the family has each day to talk about school, work, and make plans.
8:00 am	Justina drops Mindy off at school on her way to the bank. She runs errands if needed on her way to work. Matteo goes on ahead to the restaurant to check the inventory and place orders for the next couple of days.
9:00 am	Justina arrives at the restaurant and begins setting up for the lunch crowd. Matteo is already beginning the food preparation. Various delivery trucks stop by with grocery orders, clean linens, and other supplies.
10:30 am	One last inspection around the seating area to make sure everything is set for the doors to open.
10:50 am	Open for lunch. A steady crowd will keep everyone busy until about 1:30. After that a few customers will arrive for late lunches, but they are not usually as hurried.
2:30 pm	Justina is interviewing two applicants for a position helping in the kitchen. They arrive about half an hour apart.
3:30 pm	Justina leaves to pick up Mindy after school.
4:00 pm	Justina drives Mindy to gymnastics.
5:00 pm	Justina and Mindy arrive at the restaurant just as the dinner crowd begins to arrive. Mindy picks up an after school snack from the kitchen and goes into the office to finish writing a book report that is due tomorrow. She also works on a map of the United States.
7:30 pm	The dinner crowd is slowing down. Mindy helps out with small jobs like watering the plants and removing the daily special signs from the empty tables.
8:00 pm	Justina and Mindy leave for home. Matteo will follow as soon as he has everything shut down and locked up.

Fact Sheet #1 – Continued



Looking Out for Each Other...

Micha and her sister, Ciara, live with their grandmother. Micha is the oldest; she is 14 and she does a lot to help out around the apartment. They live in a large city where public transportation allows them to go in different directions to get everything done during the day. Grandma June works as a pediatric nurse at Community General Hospital. Several years ago, she volunteered for the night shift so that she could be at home in the afternoons when the girls got out of school. She used to pay a woman who lives in their apartment building to stay with the girls during the night. Now, Micha is old enough to manage on her own. Grandma June works from 11:00 pm to 7:00 am, getting home just in time to have breakfast with the girls before they leave for school.

Here is a typical day for Micha:

- 6:30 am Wake up, shower, and make sure Ciara also gets ready for school.
- 7:30 am Have breakfast ready when Grandma June gets home from work.
- 8:00 am Micha and Ciara walk to the bus stop. They ride a public bus to their school.
- 8:40 am School begins.
- 2:50 pm School ends.
- 3:15 pm Choir practice. Ciara usually waits at school with Micha.
- 4:00 pm Both girls catch the bus home.
- 4:30 pm Micha finishes her homework before dinner and helps Ciara gather research for a history paper.
- 6:00 pm Grandma June and the girls sit down to dinner.
- 7:00–9:30 pm Micha baby-sits for two small children. Mrs. White lives in Micha's apartment building and takes a class at the community college that meets two nights each week. Micha baby-sits for her those two evenings.
- 10:00 pm Micha gets ready for bed. Grandma June tucks the girls in each night before she leaves for work.

Fact Sheet #2

Problems, Problems, Problems

There are various types of problems that you are familiar with. Here are three that we will use in this class. Compare the similarities and differences among each. It is important to see how we use a different strategy to solve each type of problem.

<i>Technical or Scientific Problems</i>	<i>Management Problems</i>	<i>Practical Problems</i>
1. Define the problem	1. Identify concerns	1. Identify the primary problem <ul style="list-style-type: none"> • What do I know? • What do I need to know? • What should I do about this problem?
2. Collect relevant information	2. Set a goal	2. Evaluate facts <ul style="list-style-type: none"> • Determine reliability • Determine relevance
3. Form a hypothesis	3. Form a plan	3. Analyze alternatives and consequences for each
4. Experiment to test your hypothesis	4. Take action based on the plan	4. Select the best choice taking into account the consequences for self and others
5. Observe and record data	5. Evaluate the outcome of the plan of action	5. Outline a plan and take action
6. Draw conclusions based on your findings		6. Evaluate the results of actions taken

Fact Sheet #3**Characteristics of Good Thinkers**

Good Thinkers demonstrate specific behaviors when they are making decisions about complicated practical, everyday problems. Practical problems are complex and often involve value judgments. We must be a Good Thinker to solve practical problems.

Here are some guidelines to help you. Good Thinkers are:

1. Complex thinkers who
 - Believe there may be many “right” answers or alternatives
 - Accept alternate points of view
 - Use and search for evidence to support or reject points of view
 - Anticipate and evaluate consequences of actions
 - Evaluate alternative actions using a variety of criteria
2. Reflective, persistent, and deliberate when necessary
3. Rational and can rise above emotional reactions to make decisions
4. Confident that thinking before acting is important
5. Intellectual and use standards and criteria to evaluate thinking
6. Ethical thinkers who
 - Are sensitive to ethical actions and aware of consequences for unethical actions
 - Are concerned about the interests of others as well as their own interests

Adapted from the *Resource Management Resource Guide*, Ohio Vocational Instructional materials, Columbus, Ohio, 1993.

Competency PS/A-1 Activity Sheet #1

Name _____

Managing My Resources

Knowing what resources you have and how to use them is what management is all about. The management process involves making decisions about how to use your resources to reach your goals. Read each example below. Mark an "X" in the box to indicate whether you think the person used good management skills or poor management skills.

- | Good | Poor | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Bethany has a limited food budget. To save money, she clips food coupons and reads newspaper sale ads. She makes a list prior to grocery shopping. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Alonso wants to increase his physical activity to help lower his cholesterol. He plans to walk 20 minutes each day. As a single parent who wants to spend time in the evening with his children, he chooses to walk during his lunch hour. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Trisha likes to come home to a warm, cozy apartment. She leaves the thermostat turned to the same temperature whether she is at work or at home. That way she doesn't have to wait for the apartment to warm up when she returns. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Charlie is handy at repairing broken things. He is retired now and lives on a fixed income. Twice a month, he visits a local child care center to collect broken toys. He repairs them during his spare time and returns them as good as new. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Mary Ann has a hectic and unpredictable work schedule and rarely prepares food at home. She prefers to eat out for lunch and dinner. This provides more flexibility in her schedule. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Jennifer's community has a new recycling center for aluminum. She purchased a large trash can to keep in her garage just for old aluminum cans she finds. Once a week, she picks up trash in a local park and recycles the aluminum cans she finds. She is saving the money she earns from the recycling center to buy a new computer. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Parker is an FCCLA member who is in charge of the Parent's Morning Out child care fund raiser. He has written out a work schedule for e member who is helping with the fundraiser. Each volunteer will have a work assignment as well. The assignments will include who is responsible for helping when parents sign their child in, who is helping prepare snacks, and who will organize fun activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Courtney likes to dry flowers from her mother's garden by pressing the blooms between pages in a book. She has a shoe box nearly filled with her dried blooms. For her next birthday party, she decides to create her own party invitations by gluing the dried flowers onto construction paper. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Rusty has been saving to buy a digital camera. He almost has enough money saved for the purchase. He decides to go to the public library to research the consumer information on various brands before going to the camera store. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Leslie can't afford to buy a costume for the party her friend is hosting, so she decides not to attend. |

**Competencies PS/A-1, PS/A-3
Activity Sheet #2**

Name _____

Developing a Value System

A Value System develops over time and can change over time. Our values are influenced by those around us and significant events in our life. A list of some values is provided below. Review the list and determine if this value is significant to you, and if so, who influenced it. Place an "X" in each column if that value is important to you. You may have no "X's" on some values and more than one "X" for others.

Value	Family	Friends	Community/Neighbors	Teachers/Religious Leaders
Achievement				
Career				
Creativity				
Education				
Family Life				
Forgiveness				
Freedom				
Happiness				
Health				
Honesty				
Integrity				
Intelligence				
Justice				
Knowledge				
Love				
Loyalty				
Physical Ability				
Pleasure				
Popularity				
Recognition/Fame				
Religion				
Service to Others				
Traditions				
Truth				
Wealth				
Wisdom				

Competencies PS/A-1, PS/A-3 Activity Sheet #3

Name _____

What Matters Most to Me

Your values determine the actions you take, the goals you set, and the decisions you make in life. Values vary from person to person. Your values define what matters most to you. There is no right answer to these questions; the right answer is determined by what you believe is important.

1. List four valuable possessions that you would want to take with you if your home caught on fire.

_____	_____
_____	_____

2. List four values that you believe describe what it means to be an American.

_____	_____
_____	_____

3. List four values that you have as a teen that you did not have when you were in elementary school.

_____	_____
_____	_____

4. List six values that you would use to describe yourself to someone who is meeting you for the first time.

_____	_____
_____	_____
_____	_____

5. List four values that you believe are important to your parents.

_____	_____
_____	_____

Competency PS/A-3 Activity Sheet #4

Name _____

Which Values Influenced These Decisions

Your values help you make decisions about what to do and how to act. Read each situation below and list two values that you think would influence that person's decision.

1. Andrew told his friend Juan about a problem he was having at work. Bill wanted to know what Andrew said to Juan, but Juan decided to keep Andrew's problem private.

2. Lance organized a group of students from his neighborhood to pick up trash in the park near them.

3. Bethany was hoping to spend the night with her friend Rayanna. Bethany's parents said that if she did well on her science exam, she could sleep over. Rayanna offered to allow Bethany to look off her paper during the test to ensure she got a good grade. Bethany said she wanted to earn a good score on the test by herself.

4. Charity is training for the varsity track team. She runs twice a day and is careful to eat balanced meals.

5. Paige was invited to join her friends at the mall after school on Friday. She said she would like to join them another time, but Friday she had plans with her family to leave for a weekend camping trip.

6. No one saw Kelvin pick up a \$20.00 bill from the cafeteria floor. On his way to class, he stopped by the office to turn the money in.

7. Sarah enjoys swimming. She swims after school two days a week at the community recreation center, and she leads a water aerobics class for senior citizens.

8. Zoe's friends paid \$70.00 for a popular new brand of jeans. Zoe chose to save more money by buying a less popular brand. She used the savings to buy a pair of new shoes also.

9. Tyler decided to go home soon after he arrived at a friend's party because some of the people at the party were over 21 and brought alcohol with them.

10. When Ruth and Olivia came home from school, they are usually hungry. Ruth often chooses chips and soda for a snack. Olivia prefers to snack on fruit or yogurt.

Unit 2

DEVELOPING EFFECTIVE COMMUNICATION SKILLS

Practical Problem:

How do I build and maintain respectful relationships?

Missouri Family and Consumer Sciences Competencies:

- (PS/B-1) Identify characteristics of a respectful relationship.
- (PS/B-2) Demonstrate effective communication skills.
- (PS/B-3) Examine the consequences of actions for self and others.
- (PS/B-4) Apply conflict resolution techniques when needed for consensus.

Enabling Objectives for Competency Mastery:

1. Describe the attitudes and behaviors that lead to a respectful relationship.
2. Analyze techniques to improve communication skills.
3. Review conflict management strategies.
4. Examine the outcome of “right” and “wrong” decisions.

Teacher Background Information

Rationale

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 and others.

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. Body language, listening, speaking, vocabulary-building, and reading are all part of communication. Students must understand how and when to use their skills in each area of communication.

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.

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, 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.

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 which 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:

$$\textit{Speaking Respectfully + Listening Actively = Understanding}$$

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; thought is given 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 *Roadblocks to Good Communication* Fact Sheet 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

Anger is a natural emotion that can be managed. People usually respond to anger based on their habits. However, habits can be changed with effort and willingness. Family members share a close environment and limited resources. Disagreements are common. When a disagreement is allowed to linger and grow, it can lead to a conflict. Avoiding a conflict does not make the tension go away or improve the tense situation. That is when strong communication skills are needed. Conflict can occur even in respectful relationships. Therefore, it is important to understand conflict resolution techniques that can help manage anger and resolve conflict.

Managing and resolving conflict is an integral part of the next unit, *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.

Typical methods people use to resolve conflict are:

- avoidance
- accommodation
- compromise
- competition
- collaboration

Not all methods are effective at resolving the conflict; they are just attempts at dealing with the problems. Fact Sheet #2: **Coping with Conflict** will provide more detail about each of these methods for resolving conflict.

Refer to the Fact Sheet #3: **Steps for Managing Conflict** for more information on dealing with conflicts.

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Instructional Strategies

- 1. Describe the attitudes and behaviors that lead to a respectful relationship. (Competency PS/B-1)**
 - The way we feel about what happens in our lives plays a big role in our attitude. If we concentrate on the positive side of our life, we are said to have a positive attitude. On the other hand, if we see only the negative, our attitude becomes unpleasant.

A positive outlook is important. It gives us the courage to face problems, and the power to take action. Unfortunately, we all encounter events that can shake a positive attitude. It takes inner strength to overcome these events.

Review Fact Sheet #4: **Guidelines for Effective Communication**. Divide the class into pairs, with each pair making a presentation to the full class on any health-related topic. Each pair should discuss what their topic will be and how they will make their presentation.

After all pairs make their decisions, re-read Fact Sheet #4: **Guidelines for Effective Communication** and discuss which communication techniques they used. Did they have any stumbling blocks in their discussions?
 - Keeping communication open between parents and children requires practice and patience. Positive parent/child communication serves as a model for other types of relationships. Read the Fact Sheet #1: **Roadblocks to Good Communication**, and each mark the roadblocks you feel might be used with parents or others with whom you communicate. Discuss strategies to overcome these roadblocks.
- 2. Analyze techniques to improve communication skills. (Competencies PS/B-1, PS/B-2, PS/B-3)**
 - Explain “I-messages and you-messages”. Describe the communication problems and possible feelings of each person in the following situations. Suggest I-messages these characters could use to get a discussion started.

Scenario 1 -- Stephanie is 14 and Devon is 12; they have been ‘only children’ all their lives. Now, their parents have married and they are step sister and

brother. Neither of them is excited about having a sibling and they are not looking forward to sharing space. Stephanie spends a lot of time using the computer in the family room. The computer was moved to the family room to make a bedroom for Devon. Stephanie complains that Devon watches TV too loudly for her to work on the computer. She blames Devon for taking away her spare room where she could work without interruption. How can these two work out a compromise?

Scenario 2 -- Andrea and Tricia are friends. They both work as lifeguards at the community swimming pool during the summer. After the pool closes each day all employees are responsible for cleaning up the changing rooms, concession area, and pool. It seems that almost every time the girls close the pool together, Tricia asks Andrea to cover for her by doing her share of the cleanup because she has to get home and can't stay any later. What should Andrea do or say to Tricia about this situation?

Questions for Discussion/Formative Assessment

- *Describe how each person is likely to feel.*
- *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. Write a journal entry based on one of the barriers to communication and relate it to a situation you've experienced. The journal entry should describe both points of view as much as possible, and attempt to interpret the feelings of the other person, as well as describe your own feelings.

The entry should include a paragraph or more detailing how the situation actually ended. In the final section of the journal entry, describe what you might do differently if this situation occurred tomorrow, or why you would do the same thing as before if successful in resolving the situation.

- c. Discuss with the class how it feels to be treated with respect. Create a list of words and phrases that describe those feelings. Discuss the negative feelings that accompany disrespect and list words and phrases for these feelings.
- d. Negative communication lowers our self-esteem. Negative comments lower self-esteem more rapidly than positive comments can build it back. Demonstrate how this can happen in a parent-child relationship. Use two large clear containers such as an empty, one-gallon, ice cream container. Fill one container with dried beans. One student serves as a 'teenager' and one student serves as a 'parent.' Give the 'teenager' a 2-cup measure and the 'parent' a 1/4 measuring cup. Read *A Typical Day in the Life of a Teen* Case Study aloud to the class. Each time the 'teen' hears a negative message, the teen will scoop out a 2-cup measure of beans into the second container.

Each time the ‘parent’ hears a positive statement, the ‘parent’ will put back a 1/4-cup scoop of beans into the original container. At the end of the case study, discuss the effect of the negative messages on the ‘teens’ self esteem.

Questions for Discussion/Formative Assessment

- *How quickly did our teen go from ‘full of self-esteem’ to ‘out of self-esteem’?*
- *What will happen the next day when the teen begins the day low on self-esteem?*
- *What might the teen say or do to help the parent understand how their words hurt?*

3. Review conflict management strategies. (Competencies PS/B-1, PS/B-3, PS/B-4)

- a. Use the Fact Sheet #2: **Coping with Conflict**, as a discussion starter about why it is difficult to resolve conflict.

Questions for Discussion/Formative Assessment

- *What types of conflicts can occur among family members?*
- *What types of conflicts can occur among friends?*
- *How do some conflicts get out of hand?*
- *What can be done after a conflict begins?*

- b. Write a journal entry, “What Makes My Family Strong.” List strengths and give examples to illustrate points. At least one point should focus on how you resolve conflict in your family. Is this a strength or an area that needs some improvement?

4. Examine the outcome of “right” and “wrong” decisions. (Competencies PS/B-1, PS/B-2, PS/B-3, PS/B-4)

- a. Determine the meaning of each of the terms listed on Activity Sheet #1: **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 ethical dilemma. 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? Why is this issue a dilemma?*
- *List as many possible solutions or actions as you can. Don't decide which solutions are "right" or "wrong," just list all of the alternatives you can.*
- *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. Invite a guest speaker from a shelter or counseling organization to talk about the consequences of people using inappropriate ways to resolve conflict. Domestic violence is one difficult subject, but a common outcome when conflict is handled in an inappropriate manner. Ask the speaker to share ideas for using respectful communication techniques to resolve difficult family problems.
- d. Review Fact Sheet #3: **Steps for Managing Conflict** with students. Divide the class into pairs. Use Activity Sheet #2: **Case Studies** for role play. Each pair takes on the role of one of the characters. Use the strategies from the Fact Sheet to work out a solution for each problem.

Summative Assessments

Paper and Pencil

1. FCCLA Activity. Use the *Families First* program manual for instructions on creating a Family Council and Family Communication Contract. This might be expanded into a *Power of One* project. (Competencies PS/B-1, PS/B-3, PS/B-4)
2. Using Case Studies Activity Sheet #2 as a guide, write your own case study of a conflict management scenario. The scenario should be fictional, but it can be loosely based on real life. Write 3-5 discussion questions to help the characters in your scenario begin to work out their differences. (Competencies PS/B-1, PS/B-3, PS/B-4)

Classroom Experiences

1. Divide into groups of four students. Using Case Studies of poor communications in this unit or the scenarios created in Paper and Pencil Assessment #2 above. Allow time for the team to read, discuss, and answer the questions. Have one reporter or team representative read the case example to the class and provide the team's responses. Discuss as a class how each person in the case example might take some action to improve the situation. (Competencies PS/B-1, PS/B-2, PS/B-3, PS/B-4)
2. Have teams discuss the actions that each character should take next. Role play the conversation that the team believes should follow this situation. This follow-up conversation should demonstrate respectful communication skills by each person,

and offer a solution to resolve the previous problem. (Competencies PS/B-2, PS/B-3, PS/B-4)

Application to Real-Life Settings

1. Volunteer for one of the community agencies providing assistance to teens. Talk with teens that have faced difficult decisions and consider the consequences of their actions. (Competencies PS/B-2, PS/B-3)
2. FCCLA Activity. Develop a workshop to teach families about conflict management skills. Ask local experts to teach youth and parents family coping skills, communication skills and conflict management techniques. (Competencies PS/B-1, PS/B-2)

Fact Sheet #1**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 #2

Coping with Conflict

Avoidance

Appropriate when

- The conflict is small and not worth a confrontation
- Time is needed to calm down
- Time is needed to gather more information

Accommodation

Appropriate when

- Satisfies the immediate need
- Allows the group or individuals to move on to more important things

Compromise

Appropriate when

- Both parties are willing to give in on some points for the overall decision
- Both sides are willing to give something to come to a quick end to the conflict

Competition

Appropriate when

- Winning at another's expense does not cause harm (this rarely occurs)

Collaboration

Appropriate when

- Individuals trust and respect each other
- There is time to fully discuss each side
- Those involved want the best solution for everyone involved
- Individuals are prepared to make sacrifices they believe will be the good of all

Inappropriate when

- the decision is important
- a decision is needed quickly
- postponing will only make matters worse

Inappropriate when

- the decision is important
- an important issue is at stake

Inappropriate when

- one person asks too much from the beginning, so that a compromise is still one-sided
- one person lacks the integrity to honor the deal agreed to

Inappropriate when

- it lowers cooperation
- it divides the people so that future relationships are negatively affected

Inappropriate when

- there is not enough time to fully discuss and evaluate options
- trust, respect, or communication is weak among those involved

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 #1: **Roadblocks to Communication**, to identify counterproductive behavior.)
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.

Fact Sheet #4

Guidelines for Effective Communication

In order to solve problems, it is important to be able to discuss problems openly and respectfully. Effective communication involves both listening and speaking. Good listeners show an interest in what the other person is saying. Here are some guidelines, and how you might use them to improve your communication skills.

1. Draw a mental picture of what the other person is saying.
Ask questions to help you complete the picture in your mind. This will let the other person know that you are taking an interest in his or her topic.
2. Learn something new from the speaker.
Take the role of a student trying to learn something new, so that your adolescent becomes the teacher.
3. Stay focused on the other person.
Do not use this time to interrupt with one of your own stories.
4. Be an active listener.
An active listener summarizes the speaker's statements to check for understanding. Ask questions to keep the conversation moving. By asking for more details, you will help to stay focused on the topic.
5. Match the speaker's emotional state, unless it is hostile.
You will help the speaker feel accepted if you match his or her mood. This also shows empathy, or reassurance that you understand and can identify with the speaker.
6. Withhold advice unless you are asked to give it.
Hear the other person out. Do not interrupt or add your opinions until the speaker has finished. Your job is to listen with understanding, not make judgment calls.
7. Put yourself in the other person's shoes.
Try to understand your adolescent's perspective. This shows that you respect his or her point of view, even though you may not agree with it.
8. Think before you speak.
You may want to count to ten before you respond. This will create an opportunity for you to compose yourself and avoid a heated discussion.
9. Encourage the other person.
Even when discussing sensitive or emotionally charged topics, let your adolescent know that you still care about him or her. Think of something positive.
10. Be pleasant.
Keep the conversation positive by talking about how you might want to solve the problem. Don't get entangled in past mistakes. Look for the positive side of the message, and keep the conversation productive and constructive.

Communicating with Your Teen HYG-5158-96 Shannon L. Sachs

Competencies PS/B-1, B-2- B-3 and B-4
Activity Sheet #1

Name _____

Definitions

Compromise: _____

Conflict: _____

Consequences: _____

Core Beliefs: _____

Empathy: _____

Ethical Behavior: _____

Respectful Relationship: _____

Sympathy: _____

Competencies PS/B-1, B-2, B-3, and B-4

Activity Sheet #2

Name _____



A Typical Day in the Life of a Teen

Each time the 'teen' hears a negative message, the 'teen' will scoop out a 2-cup measure of beans into the second container. Each time the 'parent' says a positive statement, the 'parent' will put back a 1/4-cup scoop of beans into the original container.

- | | |
|-----------|--|
| 6:00 a.m. | Come on, it's 6:00. You've got to get up. |
| 6:05 a.m. | Hurry up and get dressed. |
| 6:06 a.m. | They're probably under your bed. I told you if don't put your clothes in the laundry, I'm not going to wash them. |
| 6:15 a.m. | Let's go. Quit poking around. Wash your face, comb your hair, and get your teeth brushed. |
| 6:20 a.m. | I won't be home until later tonight. Have you got the house key, your glasses, and your lunch money? |
| 6:25 a.m. | Here comes the bus. Have you had anything for breakfast? Do you have everything? |
| 6:27 a.m. | Have a good day. I love you. Try to leave that crabby attitude here. |
| 6:00 p.m. | Hi, I'm home. How are you? Did you have a good day? Why isn't the dishwasher empty? Have you fed the dog and cat? |
| 6:10 p.m. | Put this book bag away. How many times do I have to tell you not to leave it lying here? |
| 6:30 p.m. | Dinner's ready. Come on, let's eat. |
| 6:35 p.m. | How many times do I have to tell you to come and eat? Turn that computer off and let's go. I don't want to keep yelling for you. Besides, you're not allowed to be on it anymore tonight! |
| 6:40 p.m. | You're going to have to start carrying your share of the load. I'm not your slave and I don't have time to do all the work around here. It won't hurt you to do a few chores. |
| 6:45 p.m. | If you're finished eating, unload the dishwasher. I've already asked you to do it once. |
| 7:00 p.m. | Do you have homework? I told you not to use the computer anymore tonight. |
| 7:15 p.m. | Turn the TV down. What in the world is that anyway? I've told you a million times not to leave empty food containers lying around. I don't collect them. Do you like to hear me complain, is that why you leave the empty containers sitting out when you're done with them? |
| 9:00 p.m. | It's time to get ready for bed. Do you have your homework finished, because you were supposed to finish your homework before you could watch tv? |
| 9:15 p.m. | Good-night. I love you. |

Competencies PS/B-1, B-2, B-3, and B-4

Activity Sheet #2 continued

Name _____



Keisha and Her Father

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Keisha works hard as a volunteer at the hospital. She plans to attend nursing school when she graduates from high school, and she likes getting to know nurses at the hospital and helping patients. She is a good student and usually makes the honor roll. Her parents do not allow her to go out of the house after 10:00 p.m. on school nights.

The hospital is hosting a special fund-raising event on Tuesday. The event begins at 7:30 and will last until at least 11:30. The event will include dinner and a silent auction to raise money for new equipment. Keisha is invited to the dinner if she can stay and help with the silent auction.

When Keisha asks her father for permission to attend the hospital event, he asks when she will be home. She replies that the whole event will probably last until 11:30, and she explains that she will need to stay until the end to help with the silent auction. Her father says no without even looking up from the evening newspaper. Keisha bursts into tears.

She screams, "You never allow me to do anything" and she runs to her room and slams the door.

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

Keisha: _____

Her Father: _____

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Keisha: _____

Her Father: _____

3. 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.

Keisha: _____

Her Father: _____

4. Who created this barrier? Who should remove the barrier?

Competencies PS/B-1, B-2, B-3, and B-4

Activity Sheet #2 continued

Name _____



Stu and Corey

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Stu and Corey have been great friends for as long as they can remember. They live in the same neighborhood, and hang out together most of the time in school and after school. They spend a lot of time in Corey's garage 'fixing' things. They fix bicycles, stereo equipment, and lots of other things. Stu is very good at repairing mechanical stuff, and Corey is very creative at figuring out how to make new parts from old materials.

They decide to enter the school science fair as a team. They agreed on a project and began their work. Toward the end of the project they got into an argument about how to finish their entry. Stu had an idea, but Corey wanted to try something different. Finally, they decided to wait until the next day to make a decision. They would think about each other's idea overnight.

Later that night, Corey went to the garage and finished the project using his idea. He knew once Stu saw it, he would love it. Stu just didn't understand. When Stu came over the next day and discovered that Corey had finished the project without him, he was furious.

Stu threw the project on the garage floor and it broke into several pieces. He stormed away yelling at Corey that their science project was finished and so was their friendship!

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

Stu: _____

Corey: _____

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Stu: _____

Corey: _____

3. 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.

Stu: _____

Corey: _____

4. Who created this barrier? Who should remove the barrier?

Competencies PS/B-1, B-2, B-3, and B-4

Activity Sheet #2 continued

Name _____



Arianna and Desiray

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Arianna and Desiray are sisters. They help their parents raise vegetables to sell at the community Farmers' Market. They work at the Market every Saturday. It is a lot of responsibility, but they rely on the income. Besides, working together as a family is fun.

The girls have been saving part of their income to pay for a car. Arianna is 17 and Desiray will turn 16 in the fall. They plan to buy a car next summer, so they are hoping to earn a lot of money this summer.

Arianna plays basketball at her school, and she hopes to earn a scholarship to play basketball in college. Next year is her senior year and she knows that she will have to have a great season to stand out to the recruiters and coaches. One day after practice, Arianna's coach tells her about an opportunity working with a new community project for "At-risk" youth during the summer. She could be part of a group of volunteers who meet with the sixth-grade students to coach them in basketball and help them through some difficult times.

This opportunity could help Arianna get a scholarship for college, and it would be doing something that benefits the community. The problem is that it conflicts with her work schedule at the Farmer's Market. She is excited to tell Desiray about the opportunity.

Arianna was not prepared for Desiray's reaction. "Arianna," she said, "You obviously don't care about our family. How can you put your own goals first? We were supposed to work together this summer to earn money for a car."

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

Arianna: _____

Desiray: _____

2. Without taking either side, describe the behavior of each person and the way the behavior influences the other person's response.

Arianna: _____

Desiray: _____

3. 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.

Arianna: _____

Desiray: _____

4. Who created this barrier? Who should remove the barrier?

Competencies PS/B-1, B-2, B-3, and B-4

Activity Sheet #2 continued

Name _____



Sidney and Miranda

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Sidney and Miranda have been dating for eight months. They do many things together and share the same interests. The one interest they do not share is theatre. Miranda loves watching plays and attending performances. Sidney doesn't enjoy live theatre at all.

Whenever Miranda invites him to go to a play, Sidney suggests they do something else. Miranda understands that Sidney isn't a fan, so she invites three of her other friends to go to a play this weekend. Sidney gets angry because Miranda wants to spend time at a play with her friends rather than go out with him.

Sidney accuses Miranda of not really caring about him. He says if she cared about his feelings she would do something else that they both enjoyed. Miranda yells back that he would go to the play if he had any concern for her feelings.

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

Sydney: _____

Miranda: _____

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Sydney: _____

Miranda: _____

3. 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.

Sydney: _____

Miranda: _____

4. Who created this barrier? Who should remove the barrier?

UNIT 3**SEARCH FOR SOLUTIONS TO SOLVE PROBLEMS**Practical Problem:

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

Missouri Family and Consumer Sciences Competencies:

(PS/C-1) Demonstrate practical problem-solving skills.

(PS/C-2) Evaluate consequences of possible solutions for self and others.

(PS/C-3) Compare and contrast practical problem-solving techniques to other problem-solving strategies.

(PS/C-4) Propose ethical solutions to practical problems.

Enabling Objectives for Competency Mastery:

1. Define a practical problem.
2. Define ethics and apply to solving practical problems.
3. Develop solutions for practical problems which demonstrate concern for self and others.

Teacher Background InformationRationale

Making decisions about nutrition and wellness requires the use of practical, problem-solving skills. Realizing there are consequences for the actions taken helps teenagers, as well as adults, to take responsibility for choices being made.

In *Discovering and Exploring Habits of Mind*, Costa and Kallick (2000) identified 16 types of behavior that contribute to building strong problem-solving skills. The authors suggest that students must practice each of these skills and become proficient at selecting which habit to draw on when solving a problem. All habits or skills are needed, but at different times. The 16 habits of mind are:

- | | |
|--|--|
| 1. Persisting | 9. Thinking and communicating with clarity and precision |
| 2. Managing impulsivity | 10. Gathering data through all senses |
| 3. Listening with understanding and empathy | 11. Creating, imagining, innovating |
| 4. Thinking flexibly | 12. Responding with wonderment and awe |
| 5. Thinking about thinking (metacognition) | 13. Taking responsible risks |
| 6. Striving for accuracy | 14. Finding humor |
| 7. Questioning and posing problems | 15. Thinking interdependently |
| 8. Applying past knowledge to new situations | 16. Remaining open to continuous learning |

Costa and Kallick (2000) advise teachers that these 16 behaviors must be taught, assessed, and reinforced throughout the curriculum. The authors suggest that, "...new behaviors must be labeled and discussed." When those behaviors are repeated they should be recognized and rewarded.

Students must be taught what the problem-solving behaviors are, when and how to use the skills, and how to apply the skills to other, similar situations when they occur. Gick and Holyoak (1980) conducted a study of students' problem-solving skills using analogy to transfer problem-solving strategies from situation to another similar situation. A control group was given one problem to solve with no guidance or preparation. Another group of students solved one problem and then were given a second problem similar to the first one. The third group of students solved one problem and then was given a second similar problem. They were told that the solution to the first problem would help them solve the new problem.

In the first group that received no guidance, 8% of the students were able to solve the problem. Thirty percent of the second group, which received coaching on one problem and then was given a second, similar problem, was able to solve the second problem. An astonishing 92% of the members of the third group which received a practice problem and a hint were able to accurately solve the problem.

This is overwhelming evidence that merely imbedding a problem-solving skill in a lesson does not help a student internalize the skill for future use. Teachers must describe the problem-solving process, link the process to practical problems that students face, and reintroduce the process in analogous (similar) examples.

Students must learn that often there will be more than one right answer for some types of problems. Depending on the situation, their own belief system, and the circumstances at the time, the "right" choice may be different for them than someone else in their family or another person down the street. When students begin to think through a situation they will make a better decision based on information gathered rather than a spur-of-the-moment decision or a decision made under pressure from others.

Problems can be divided into two groups:

1. Well-defined problems are based on the information already known and a set of procedures already known, the single correct solution can be determined. For example, you have \$17 and you want to buy something that costs \$26, how much more money will you need? There is only one correct solution to this problem.
2. Ill-defined problems include uncertainty. Some important information may be missing, or more than one solution may be possible. For example, what career will I pursue?

How students go about solving a problem depends in part on what type of problem they are facing. To solve a scientific problem, students must first define the problem and form an hypothesis. They next test the hypothesis; observe and record data; then draw conclusions based on the information you discover. A "right" answer exists that will always solve this problem. For example, when you turn the key in the ignition, the car does not start. There is a specific problem that must be discovered and corrected.

Theoretical problems are solved first by stating the problem, then selecting ideas, facts, and other information. Evaluate the pros and cons of all opposing arguments, then choose the alternative that has the strongest support. “Right answers” generally do not exist, individuals must develop an opinion about the appropriate solution based on their beliefs.

To solve a practical problem students recognize the base problem. They must evaluate the quality of information and the relevance of information; then analyze alternatives and consequences of every option. Select the best choice from among all possible choices and take action. Finally, students will evaluate the outcome of the action in solving the problem.

Decisions are made every day regarding nutrition, health and personal wellness issues. From the time a student is awake until fast asleep at the end of the day, decisions are made as to food selections, when or where to eat, physical activity and exercise, social decisions, as well as emotional choices. There may be community issues and career choices that affect health. Using the practical problem-solving approach involves value questions that require core beliefs and rational judgments. This approach helps students to assess information more accurately and to realize there may be many possible answers. The one right answer for an individual is the one that fits into their own belief system. The student must understand the consequences of the “best” choices and seek the choice that does not hurt themselves or anyone else.

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Instructional Strategies**1. Define a practical problem. (Competencies PS/C-1, PS/C-3)**

- a. Refer to Activity Sheet #1: **SEARCH for Solutions** in this unit. Discuss each step in the problem-solving process. As a class, write a definition for a practical problem. Discuss each word to determine what it means in the overall definition. Practical problems are usually ill-defined, involve judgments, and often have multiple “right” answers.
- b. Create a chart listing issues that could be considered everyday, practical problems. Place a star beside each problem that could involve ethical decisions. Refer to Fact Sheet #1: **Ethical Decisions vs. Core Beliefs** and place the number(s) of the core beliefs beside the star each may relate to.

Questions for Discussion/Formative Assessment

- *Which core values are more frequently challenged in seeking to maintain a healthy lifestyle?*
- *What can be done to face these challenges?*
- *Identify some possible resources that can offer information and alternatives when the various types of problems occur.*

- c. Consider this practical problem:

Alyssa gets up at 6:30 every morning for school. She has a 40-minute bus ride to school, so she leaves home by 7:15 a.m. each day. She isn't really hungry for breakfast that early in the morning, and there isn't much time to prepare a meal and still get dressed. When she gets to her first class she is usually hungry and unable to concentrate on the subject.

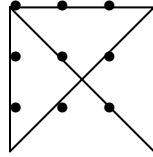
Questions for Discussion/Formative Assessment

- *What is the practical problem?*
- *Which core values are questioned by this problem?*
- *Will any other individuals be affected by actions taken to solve this problem?*
- *List all the possible solutions for this problem.*

- d. Use Activity Sheet #2: **Developing and Using Habits of Mind to Solve Practical Problems** to explore habits that improve practical problem-solving skills. Share with the class one habit used often and one habit for improvement. Discuss some ideas for how to improve a habit (or create a habit).
- e. Compare and contrast Well-defined Problems and Ill-defined Problems using a graphic organizer such as a Venn diagram. Use Activity Sheet #3: **Thinking It Over** to illustrate one type of problem-solving. Is this a Well-defined Problem or an Ill-defined Problem? Why?

Teacher Note: Solution to the Nine Dot Problem follows. This is a well-defined problem because there is only one standard response that solves this problem.

Use no more than 4 lines to connect all nine dots, and do not lift your pencil from the paper once you begin.



2. Define ethics and apply to solving practical problems. (Competencies PS/C-3, PS/C-4)

- a. List as many terms or phrases that use the word ethics (i.e. medical ethics, code of ethics, ethical behavior). View the video: *Business Ethics in the 21st Century*. The video is available from Resources@MCCE, item #BE video 10.

Questions for Discussion/Formative Assessment

- *What do these terms have in common?*
- *How would someone's values (beliefs) affect their ethical actions? (e.g., it's not wrong unless you get caught, or someone who makes an anonymous donation to a charity)*

- b. Break into small groups and have each group develop a definition of ethics using a poster board for their thoughts. Each group can write, draw or decorate. The only requirement is that the poster must include a definition for ethics somewhere on it. Present the poster to the rest of the class.
- c. Consider this problem:

Nick and Darren are good friends. They sometimes study together or play basketball at each other's house. Nick is supposed to be home by 10:00 p.m. on school nights. On Thursday night, Nick went out with some friends and did not get home until 11:30 p.m. He told his parents he was studying at Darren's house and lost track of time while working on a project. The next day Nick told Darren that if his parents should call to ask, Darren should say that Nick was at his house. Darren doesn't want to lie. He also doesn't want his friend to get into trouble. What do you think Darren should say if Nick's parents call?

Questions for Discussion/Formative Assessment

- *Are there any ethics being challenged here? If so, which ones? (Honesty, accountability, fairness, loyalty, integrity, pursuit of excellence, respect for others, promise keeping and responsible citizenship)*
- *Which boy is compromising ethics? Why?*
- *Which ethics would be less important than others in this problem?*

3. **Develop solutions for practical problems which demonstrate concern for self and others. (Competencies PS/C-1, PS/C-4)**
 - a. Use the *Ethical Decisions vs. Core Values* Fact Sheet to discuss how core beliefs can create an ethical dilemma in real life. For example, it is important to be loyal to a friend. Normally it is not difficult to be a loyal friend. What kinds of situations can come up that might cause a friend to not be loyal?
 - b. Keep a journal for three days describing any practical problems that you faced during this time. Write by each item the method used to solve the problem.
 - c. Work as a class on Instructional Strategy 2 (c) to complete Activity Sheet #1: **SEARCH for Solutions**. Remember to use your own values and core beliefs in a caring and respectful manner.

Teacher Note: To ensure students' understanding, have them list the methods people may use to make important decisions. Some examples may include:

Avoidance-ignoring a problem and hoping it will go away.

Experience-what turned out well before should do the same again.

Habit-Making the same decision under the same circumstances without considering if it is the best decision.

Denial-pretending there is no problem.

Impulse-acting on the first idea that comes to mind.

Analysis paralysis-to research, ponder and agonize until it's too late to matter.

Cinderella Syndrome-believing the Fairy Godmother will magically solve the problem if you wait and wish.

Delegation-to let someone else solve the problem.

Rational review (practical problem-solving)-to consider all alternatives, consequences and effects on oneself and others before making a decision.

-
- d. Use Instructional Strategy 2(c) as a discussion starter. In small groups, use Activity Sheet #1: **SEARCH for Solutions** to identify and propose a solution to other types of ethical dilemmas teens face. Each group presents its ethical dilemma and steps to solve this problem.

Summative Assessments
(Teachers may insert their own assessments)

Paper and Pencil

Classroom Experiences

Application to Real-Life Settings

Fact Sheet #1**Ethical Decisions vs. 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 ten 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 unbiased
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
9. Promise Keeping - being reliable and following through to maintain expectations of performance
10. Responsible Citizenship - actions should be in accordance with society's values

Competencies PS/C-1, C-3 and C-4

Activity Sheet #1

Name _____

<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 change with elaboration • Gray or may have no "right" answer 	<p>What is the problem? 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>
<p>Examine the facts, values & people involved</p>	<p>This can be considered the research phase where all facts are determined and 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>	<p>What facts do I need? Where is the information available? Who can I turn to for guidance? What values are in conflict?</p>
<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-off for each option.</p>	<p>What are my options? What are short-term results for each? What are the long-term consequences for each action? How will each outcome affect me? How will each outcome affect others I care about?</p>
<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>	<p>Which option best reflects my values and solves the problem? Which option(s) am I unable to live with? Which option do I choose? What skills do I need for the action?</p>
<p>Chart & start an action plan</p>	<p>With all of the facts stated, rated and weighted, all that remains is to take action. A solution must be planned and implemented. You've decided what you are going to do and how you will do it.</p>	<p>What resources do I have? What resources do I need? What barriers might prevent me from taking this action? How do I organize my actions?</p>
<p>Highlight the outcome</p>	<p>The 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>	<p>Did this choice solve the problem? Did this choice create additional problems? Would you apply this choice again? What did you learn from this?</p>

Competencies PS/C-1, C-3 and C-4
Activity Sheet #1 continued

Name _____

SEARCH for Solutions

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?

Competencies PS/C-1, C-3
Activity Sheet #2

Name _____

**Developing and Using Habits of Mind
to Solve Practical Problems**

A habit is a learned and practiced behavior. You do many things by habit without consciously thinking about it. The 16 habits of mind listed below will help you solve everyday, practical problems. You may use each habit for a different problem, or at a different time.

Review the list below and circle the number of the habits you already use a lot. Give an example of how you have used this habit to solve a problem.

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about thinking (metacognition)
6. Striving for accuracy
7. Questioning and posing problems

Competencies PS/C-1, C-3

Activity Sheet #2 continued

Name _____

8. Applying past knowledge to new situations

9. Thinking and communicating with clarity and precision

10. Gathering data through all senses

11. Creating, imagining, innovating

12. Responding with wonderment and awe

13. Taking responsible risks

14. Finding humor

15. Thinking interdependently

16. Remaining open to continuous learning

Costa, Arthur L, and Bena Kallick. *Discovering and Exploring Habits of Mind*. Association for Supervision and Curriculum Development. Washington, DC: 2000.

Competencies PS/C-1, C-3
Activity Sheet #3

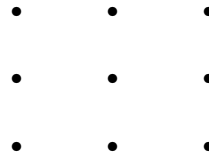
Name _____

Thinking It Over

The Facts Say...

The Nine Dot Problem

Without lifting your pencil from the paper, connect all nine dots using no more than four lines.



After Thinking It Over, I say...

Is this an example of a Well-defined Problem or an Ill-defined Problem. Why?

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/D-1) Define the roles of a responsible family member and citizen.

(PS/D-2) Demonstrate positive leadership skills.

(PS/D-3) Compare and contrast the duties of a responsible family member and citizen.

Enabling Objectives for Competency Mastery:

1. Describe the meaning of accountability for ones decisions and actions.
2. Determine the characteristics of a leader.
3. Apply the meaning of responsibility to family and community.

Teacher Background Information

Rationale

Leadership is a group process in which everyone has something to contribute. 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. Leadership will often change as the situation changes. Leadership is no longer one person in charge. The concept of Transformation Leadership has replaced the single charismatic leader.

Terry says that leadership is taking “responsibility for ourselves in concert with others . . . [creating] a global commonwealth [a self-governing group] worthy of the best that we human beings have to offer” (1993, p. 275). Drath and Palus (1994) describe leadership as a shared human process: leadership is meaning-making in a community of practice, i.e., “a group of people with a shared history of doing something, usually work, together” (p. 4). “Leadership is intimately connected to processes of group . . . and even species-wide integration and togetherness and ultimately to communal survival, growth, and enhancement” (p. 13). Thus, leaders do leadership.

Individuals are not born with leadership characteristics, but are shaped and inspired by their surroundings. Students need to identify positive leadership characteristics in order to improve their personal leadership skills.

Background

“Leadership is action, not position.” Donald H. McGannon

Leadership is responsibility, action and contribution to your school and community.

Leadership occurs in many different ways. There are different kinds of leadership. They are:

- * Leadership of the moment
- * Leadership by example
- * Community leadership
- * Job leadership
- * Trail-blazing leadership

Leaders of the moment are people who take charge. Leadership may be based on the persons knowledge of the current event and/or skills needed to manage the event.

Leadership by example is being a role model for others. You become a leader through everyday actions and decisions.

Community leadership requires you to be involved in community activities. A leader in the community has a clear picture of what needs to be done and the steps necessary to carry out the task. Communication skills are important in community involvement. A leader needs to be clearly understood and have skills in public speaking.

Employers today look for potential employees who have organizational, effective communication, self-discipline, and problem-solving skills. Leadership qualities lead to advancement in career choices.

Trail-blazing leadership occurs when a person takes the initiative to invent a new product or become an entrepreneur. This type of leadership is important to the advancement in technology and the economy.

Leaders motivate the team to get the job done and keep the team members working together. Maintaining good communication between team members builds mutual respect.

Refer to *Qualities of a Good Leader* Fact Sheet for more information.

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Websites:

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Missouri Association of Family, Career and Community Leaders of America.
<http://www.dese.mo.gov/divcareered/fccla.htm>

Instructional Strategies

1. Describe the meaning of accountability for one's decisions and actions. (Competencies PS/D-1, PS/D-2)

- a. Make a timeline of the most important choices you will face during your lifetime. Show the ages at which you think you'll be making those choices. Illustrate your timeline.

Questions for Discussion/Formative Assessment

- Which decisions have the greatest affect on your future?
- What does it mean to be personally responsible?
- Can a person demonstrate good leadership skills if they do not hold themselves accountable for daily decisions and actions?

- b. Use Activity Sheet #1: **Check Your Listening Skills** to focus on specific listening skills. Listening is an important part of leadership. This activity will highlight some skills you may wish to improve.

Teacher Note: The activity below uses an instructional strategy called Listening Teams. You may wish to have students do this activity after you have presented information in class about leadership concepts and skills. Use the background information at the beginning of this unit, or materials from FCCLA's Dynamic Leadership program to explore leadership concepts and skills with students.

Team	Role	Assignment
1	Questioners	Ask at least two questions about the material presented.
2	Agreers	Tell which points they agreed with, or found helpful, and explain why.
3	Nay-sayers	Comment on which point(s) they disagreed with or found less helpful, and explain why.
4	Example Givers	Provide specific examples or uses for the information presented in the lecture or lesson.

- c. Divide students into four Listening Teams with specific assignments described above. Use the background information at the beginning of this unit, or materials from FCCLA's Dynamic Leadership program, to explain leadership concepts and skills. Listening Teams will complete their assignment following the lecture.
- d. Complete Activity Sheet #2: **Taking Responsibility for Actions** to explore the behaviors of a person who accepts responsibility for their actions and decisions.

2. Determine the characteristics of a leader. (Competencies PS/D-1, PS/D-3)

- a. Complete Activity Sheet #3: **My Leadership Profile**. On the chalkboard, list the three leadership styles identified on the handout and list the consequences of using each leadership style. Decide which leadership style would work best when working in groups in this class.

Questions for Discussion/Formative Assessment

- *What values are reflected in each leadership style?*
- *Which leadership style is best for your school organizations? Your family? Your community? Why?*
- *What would happen if a leader did not act in the best interests of a group?*
- *How can you, as a leader, know if you are acting in the best interests of a group?*

- b. Draw a continuum on the board or on an overhead transparency. Write the word “Success” on the right side of the continuum. Brainstorm ideas for the opposite of success. Many will say “failure.” Following the discussion questions below, ask students to complete Activity Sheet #4: **Thinking It Over** on the meaning of success.

Questions for Discussion/Formative Assessment

- *Why might you think Failure is the opposite of Success? Is it really?*
- *How else can we think of failure?*
- *What is really the opposite of Success? Why?*
- *Is it okay to fail some times?*
- *What can we learn from Failing?*
- *What can we learn from Success?*

Teacher Note: Failure is often thought of as the opposite of Success. However, Not Trying is really the opposite. Failure is some point on the continuum from Not Trying to Succeeding. Failure is part of learning and can lead to Success. Not Trying is the lowest point on the continuum and can never lead to Success.

- c. Complete Activity Sheet #5: **Getting Along With Others** to explore the characteristics of good leaders in working with the diverse members in groups.
3. **Apply the meaning of responsibility to family and community. (Competencies PS/D-2, PS/D-3)**
- a. Invite a guest speaker from the community to talk about the importance and value of community involvement. Speakers might come from industry or service organizations.
 - b. Complete a T-Chart describing your responsibilities as a family member. Post the charts around the room for students to read each other ideas. Tally how many students list the same items.

Teacher Note: An example of a T-Chart for family responsibilities might look like this:

Looks Like	Feels Like	Sounds Like

- c. Plan and organize a “Parent’s Morning Out” where parents can bring their children for a few hours or a teacher appreciation event. Identify committees to plan each of the parts of this event. One group might plan fun activities, another group could coordinate publicity, etc.

Summative Assessments

Paper and Pencil

1. Create a checklist for identifying leadership qualities at home, at school, at work, and in the community. Draw a Venn diagram to show which qualities overlap the various roles and which qualities are unique to one role. (Competencies PS/D-1, PS/D-3)
2. Write a biography about you and the goals you have achieved so far in life. Describe your leadership philosophy and outline your strengths and weaknesses as a leader. Explain the qualities you look for from leaders around you. (Competencies PS/D-1, PS/D-3)
3. Based on the information you gathered in Instructional Strategy 3(b), write a one-page explanation of why those characteristics describe responsibilities in your family. (Competencies PS/D-1, PS/D-3)

Classroom Experiences

1. As a class, plan and conduct an FCCLA meeting for your chapter. Develop an agenda which includes a program and time for chapter business. During the meeting, use Robert’s Rules of Order. (Competencies PS/D-2)
2. Identify one leadership goal you want to realize this semester. Use the FCCLA planning process to identify the goal, create a plan of action, and implement the plan. Come back to this plan at the end of the semester and evaluate your progress. (Competencies PS/D-2)

Application to Real Life

1. Volunteer in your school or community. Identify an organization or event that you want to participate with. Make a plan for who, how, when, what, etc. you will do to contribute to this organization. You may choose the American Heart Association’s Heart Walk, a Saturday at the local food bank, or delivering meals to residents in your community, etc. (Competencies PS/D-2, PS/D-3)
2. Use Activity Sheet #6: **Cooperative Team Self -- Assessment** to evaluate Instructional Strategy 3(c). (Competencies PS/D-1, PS/D-3)

Fact Sheet #1

Qualities of a Good Leader

1. Leaders give service and time to the group. They take pride in being a part of community service programs.
2. Leaders build leadership skills in others by giving recognition to other members. Giving credit where credit is due.
3. Leaders 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. True leadership is indirect in the sense that others want to follow you instinctively.
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.

Competencies PS/D-1, D-2
Activity Sheet # 1

Name _____

Check Your Listening Skills

Directions: Check your listening skills by answering the following questions.

Do you:

- ___ 1. Want to remember what is being said?
- ___ 2. Have an interest in the opinions of others?
- ___ 3. Give the speaker your full attention?
- ___ 4. Face the speaker?
- ___ 5. Show facial expressions as feedback?
- ___ 6. Maintain good eye contact?
- ___ 7. Keep an open mind?
- ___ 8. Allow the speaker to finish without interrupting?
- ___ 9. Listen for main ideas: "My main point is...?"
- ___ 10. Recognize key phrases: "My main criticism is...?"
- ___ 11. Make an attempt to shut out other noises and distractions?
- ___ 12. Try to concentrate on what is being said?
- ___ 13. Anticipate what the speaker is going to say?
- ___ 14. Mentally summarize what the speaker has said?

If you answered "no" to more than five items above, you need to improve your listening skills. Keep a journal for one week and record the progress you have made. Note your improvements or regressions.

Competencies PS/D-1, D-2
Activity Sheet # 2

Name _____

Taking Responsibility for Actions

Directions: Read over the list below describing common reasons some students do not get their work done in school. Place a check mark in the box that best describes how you feel about each reason. Circle the number of each reason that you believe shows a lack of personal responsibility for actions.

	Good reason	Ok, if it doesn't happen too often	Poor reason
1. I don't like school.			
2. I don't like some classes.			
3. I was thinking about something else.			
4. I didn't get enough sleep the night before.			
5. I don't like some teachers.			
6. I don't want to do homework.			
7. I just don't care.			
8. I thought I understood.			
9. I am bored with school.			
10. I had more important things to do.			
11. I didn't understand the directions.			
12. I was "daydreaming".			
13. I would rather have been somewhere else.			
14. I was sick.			
15. I can't stand to be in school all day.			
16. I can't get organized to do assignments.			
17. I can't get interested.			
18. It was too noisy.			
19. A student next to me interrupted.			
20. I had trouble remembering all the steps.			
21. I let it go too long.			
22. I didn't have a paper or pencil.			
23. Teachers don't like me.			
24. I was doing another assignment.			
25. I think most other kids are smarter.			
26. I was talking to another student.			

Competencies PS/D-1, D-3 Activity Sheet #3

Name _____

My Leadership Profile

Various leadership styles are needed for different circumstances. Determine your leadership style and compare it to the needs of the group you are leading. Place a checkmark beside those items that describe you as a leader.

<input type="checkbox"/>	1. I work best as a leader when I make the decisions, then supervise group members as they do their jobs.
<input type="checkbox"/>	2. I like to involve other people in making decisions and deciding what the group will do.
<input type="checkbox"/>	3. I like to inspire others to make their own contribution and work independently toward the group goal.
<input type="checkbox"/>	4. I like to feel like I am in control of a group.
<input type="checkbox"/>	5. I like to cooperate with others to work toward a group goal.
<input type="checkbox"/>	6. I like to influence others to make whatever contribution they can.
<input type="checkbox"/>	7. I believe a leader should oversee others to get a job done.
<input type="checkbox"/>	8. I try to organize others, allowing them to work cooperatively.
<input type="checkbox"/>	9. I prefer to delegate the work of a group, so that each member may work independently.
<input type="checkbox"/>	10. When a conflict occurs, I prefer to select a solution that is best for all members.
<input type="checkbox"/>	11. When a conflict occurs, I prefer to negotiate a solution best for all.
<input type="checkbox"/>	12. When a conflict occurs, I prefer to influence the group, but allow each member to make their own choice.

Based on your responses to these questions, use the information below to determine your leadership style.

Leadership Styles

Director Style: The director controls and directs the group, supervising all actions and overseeing the activities of members. The result of this leadership style is group members who are largely dependent on their leader to organize the action of the group. Responses 1, 4, 7 and 10 represent this style.

Democratic Style: The democratic leader involves group members and encourages cooperation so that members work interdependently. Negotiation differences and organizing the group so that each member makes an important contribution. Responses 2,5,8, and 11 represent this style.

Delegator Style: A delegator inspires and influences other group members, empowering them to take action. This type of leader, however, delegates the authority to the point that members act independently of other members. Responses 3, 6, 9 and 12 represent this style.

Competencies PS/D-1, D-3
Activity Sheet #4

Name _____

Thinking It Over

The Facts Say...

Failure means...

Success means...

After Thinking It Over, I say...

Failure means to me...

Success means to me...

Competencies PS/D-1, D-3
Activity Sheet #5

Name _____

Getting Along With Others

Directions: The following questions are related to characteristics that help us to get along with others. Mark the answer that best describes your own actions. Be honest with yourself.

	YES	NO
1. Can you be depended upon to do what you say you will?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you go out of your way cheerfully to help others?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you avoid exaggeration in your statements?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you avoid being sarcastic?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you refrain from showing off how much you know?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel at ease with your associates?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you avoid making fun of others behind their backs?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you keep from domineering others?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you avoid laughing at the mistakes of others?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you avoid finding fault with everyday things?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are you helpful when others make a mistake?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you keep out of arguments?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you smile often?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you have patience with new ideas?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you avoid gossiping?	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you have a sense of humor?	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you avoid emotional outbursts?	<input type="checkbox"/>	<input type="checkbox"/>
18. Are you careful not to say things that might offend others?	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you avoid trying to reform others?	<input type="checkbox"/>	<input type="checkbox"/>
20. Are you usually cheerful?	<input type="checkbox"/>	<input type="checkbox"/>
21. Do you look upon others without suspicion?	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you refrain from telling people their moral duty?	<input type="checkbox"/>	<input type="checkbox"/>
23. Which characteristic is your "strong point" in getting along with others?		
Cooperation	Friendliness/Loyalty	Honesty
Respect	Dependability	Self control
24. Which characteristic needs the most improvement?		
Cooperation	Friendliness/Loyalty	Honesty
Respect	Dependability	Self control
25. What could you do to help improve the characteristic marked above?		

Competencies PS/D-1, D-3
Activity Sheet #6

Name _____

Cooperative Team Self-Assessment Form

Team Members: _____

Project: _____

Goal: _____

Evaluate the efforts of the team in each of the areas below.

	Excellent	Very Good	Needs Improvement	Weak
1. Participation of all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Efforts to achieve goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Positive listening skills used in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respect communications used among team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clear communication among leader and members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Effective conflict resolution skills used when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Management of time and other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Met project goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. What are your strengths as a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What actions could you take in the future to improve your teamwork skills?				