

How This Guide is Organized

This is a curriculum guide. You will find competencies for the Nutrition and Wellness topic, general concepts, objectives, instructional strategies and assessments that support the competencies. Background information is included to help you in teaching the concepts, but is rather limited. You will find many links to online information and other resources that can supplement your own knowledge and resources for the material.

This guide begins with one module devoted to developing Process Skills needed for critical thinking and problem-solving. This module introduces students to the practical problem-solving approach used throughout this guide. This module provides the basis for building skills and applying the knowledge necessary for strengthening families and becoming responsible citizens. The Process Skills Module can be thought of as warm-up exercises for an athlete. The instructional strategies and assignments in this module develop thinking, reasoning, leadership and communication skills the students will use throughout the course as they explore specific information about family and individual health. The National Association of State Administrators for Family and Consumer Sciences (NASAFACS) developed a set of National Standards for Family and Consumer Sciences Education which was released in mid-1998. That document concludes that, "Process is a vehicle for obtaining, analyzing, and using content."

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

A Critical Thinking Approach to Instruction and Assessment

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

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

You may choose to assess student performance of these Process Skills for each course you teach, or you may prefer to assess the skills less frequently. As students become familiar with these skills and progress through several courses which incorporate them, you may find that it is no longer necessary to thoroughly teach all of the skills. Students may need only a quick refresher to be prepared to explore the content using critical thinking skills.

Using This Curriculum Guide in the Classroom

Each unit begins with an **Overview** which includes the **Practical Problem**, an explanation of the **competency(ies)** this problem addresses, and **Enabling Objectives for Competency Mastery** which identify skills and knowledge students need to master each competency. **Teacher Background Information** provides the **Rationale** for the practical problem, while the **Background** section provides research, information and statistics for the teacher. **References** are included for the material used in developing each module. The teacher may consult the references for additional information or direct students to these sources for enrichment activities.

The section entitled **Instructional Strategies** builds on the topics presented in the **Enabling Objectives for Mastery** section. The **Instructional Strategies** can be thought of as the content or knowledge to be acquired as the student works to solve the practical problem. Three types of **Summative Assessments** are used to help the student explore and discover knowledge. **Paper and Pencil** assignments challenge the student to demonstrate understanding through written papers, reports, journal writing, etc., while **Classroom Experiences** provide opportunities to explore solutions through lectures from guest speakers, involvement in the community, through cooperative group projects and other classroom activities. Finally, **Application to Real-Life Settings** allows the student to apply the knowledge gained in the module to life experiences.

A variety of supplemental material is included at the end of each module. The pages labeled **Activity Sheets** may be completed by students individually or in work groups. These pages may be reproduced as needed for each exercise. **Fact Sheets** also may be reproduced for classroom use. These sheets may be used as handouts, overhead transparencies, or adapted as posters. In addition, there are a few pages labeled **Instructor Notes**. These may be used as reference materials for the teacher or reproduced for students at the teacher's discretion. There are two specific styles of worksheets which require students to explore problems where more than one right answer may be possible. These worksheets are entitled **Thinking It Over** and **SEARCH for Solutions**. Teachers who currently use Ohio's Work and Family Life materials are familiar with the REASON worksheets. These problem-solving worksheets are very similar and can be interchanged. For those who are new to the Critical Thinking model, SEARCH is an acronym for:

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

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

Preparing Students for Practical Problems

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

Missouri teachers can borrow on free loan, the Ohio Work and Family Life resource guides, the Missouri Family and Consumer Sciences resource guides for various courses and other curriculum development and resource materials from the Missouri Center for Career Education. Contact them at:

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