Family Relations

8225 36 weeks

8223 18 weeks

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Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Elena Brooks-Perkins, Education and Outreach Manager, Safe Harbor Shelter, Richmond
Brenda Garrett, Executive Director, Positive Family & Classroom Connections, Hampton
Bonnie Graham, Professor and Program Head, New River Community College, Dublin
Donna Hoskins, Associate Professor, Bridgewater College, Bridgewater
Julia Henderson, Instructor, Gar-Field High School, Prince William County Public Schools
Bethany Letiecq, Associate Professor, George Mason University, Fairfax
Josetta Thomae, Supervisor I, Virginia Beach Early Intervention, Virginia Beach
Michelle Landon, Instructor, Varina High School, Henrico County Public Schools
Teresa Madigan, CTE Coordinator, Norfolk City Public Schools
Allison Revis, Instructor, Liberty High School, Bedford County Public Schools
Jane Reynolds, Instructor, Lord Botetourt High School, Botetourt County Public Schools
Robyn Sherman, Instructor, Rockbridge County High School, Rockbridge County Public Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Michael L. Nagy, Social Studies Department Chair, Rustburg High School, Campbell County Public Schools

Kathleen Buchanan reviewed and updated the FCCLA correlations.

The framework was edited and produced by the CTE Resource Center:

Heather A. Widener, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

Virginia Department of Education Staff

Helen G. Fuqua, Specialist, Family and Consumer Sciences Education and Related Clusters
J. Anthony Williams, Curriculum and Instruction Coordinator
Dr. David S. Eshelman, Director, Workforce Development and Initiatives
George R. Willcox, Director, Operations and Accountability

Office of Career, Technical, and Adult Education
Virginia Department of Education

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Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Students enrolled in Family Relations focus on developing strategies and skills that nurture human development and maintain healthy family relationships. They focus on managing work and family responsibilities throughout the life span.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (⊙) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<thead>
<tr>
<th>8225</th>
<th>8223</th>
<th>Tasks/Competencies</th>
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<tr>
<td>⊕</td>
<td>⊕</td>
<td>Explain the meanings of family.</td>
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<td>Identify the functions of the family.</td>
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<td>Identify family relationships and responsibilities over the lifespan.</td>
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<tr>
<td><strong>Describe the family as a system.</strong></td>
<td>Identify work roles and family roles.</td>
<td>Identify how families affect work life and how work life affects families.</td>
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<tr>
<td>Develop strategies for sharing responsibilities to manage family and work.</td>
<td>Analyze goals and expectations within the workplace and those within the family.</td>
<td>Analyze the effect of social, cultural, economic, and technological trends on work and family.</td>
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<tr>
<td>Apply problem-solving processes to individual and family case studies.</td>
<td>Describe healthy relationships.</td>
<td>Develop ways to relate to diverse people.</td>
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<td>Interpret the significance of caring, respectful, and responsible relationships.</td>
<td>Demonstrate healthy communication practices.</td>
<td>Apply conflict resolution skills within interpersonal relationships.</td>
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<td>Describe cultural competence.</td>
<td>Identify the components of cultural competence in human services careers.</td>
<td>Describe physical, social, emotional, and cognitive growth.</td>
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<td>Describe ways development is nurtured within the family.</td>
<td>Analyze changes in self-development across the lifespan.</td>
<td>Analyze the relationship between managing resources and meeting human needs.</td>
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<td>Research careers in family and human services.</td>
<td>Examine the significance of relationships during adolescence.</td>
<td>Describe healthy dating relationships.</td>
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<td>Identify red flags and warning signs of dating violence.</td>
<td>Evaluate factors to consider in relationships.</td>
<td>Analyze expectations and the division of tasks in relationships.</td>
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<td>Describe the concept of commitment and its role in family formation.</td>
<td>Describe the concept of love and its role in family formation.</td>
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<td>Evaluate personal readiness to form a family.</td>
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<td>* Identify responsible ways to express emotional and physical intimacy.</td>
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<td>Analyze the effect of power, authority, and the lack thereof, within relationships.</td>
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<td>Analyze the responsibility of each family member to establish and communicate individual and family needs, principles, and goals.</td>
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<td>Identify strategies for making decisions as a family.</td>
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<td>Identify family rituals, traditions, and activities that strengthen family relationships.</td>
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<td>Develop a plan for rituals, traditions, and family activities.</td>
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<td>Explain the importance of interpersonal communication skills in families.</td>
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<td>Identify ways to strengthen communication in families.</td>
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<td>Identify communication barriers in families.</td>
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<td>Give examples of ways to demonstrate respect for the rights, feelings, and needs of family members.</td>
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<td>Identify indicators and outcomes of family stress, conflict, and crisis.</td>
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<td>Describe individual and family resilience.</td>
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<td>Develop strategies for resolving individual and family stress, conflict, and crisis.</td>
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<td>Evaluate sources of formal and informal support available to families and family members.</td>
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<td>Differentiate between mental health and mental illness.</td>
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<td>Identify risk factors, symptoms, and interventions for mental illness and substance abuse.</td>
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<td>Develop a personal plan for mental health practices.</td>
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<td>Identify potential threats to safety and well-being.</td>
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<td>Develop a plan to promote safety and well-being for self and others.</td>
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<td>Identify ways to be a responsible and engaged citizen in society.</td>
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<td>Evaluate societal conditions that affect individuals, families, and communities.</td>
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<td>Analyze ways that laws and policies affect families.</td>
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<td>Research ways families can become active in the legislative process.</td>
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<td>Analyze ways the economy affects families and families affect the economy.</td>
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Curriculum Framework

Analyzing the Significance of the Family System

Task Number 39

Explain the meanings of family.

Definition

Explanation should include

- definitions of family
- a definition of fictive family
- the role of the family in society
- a historical perspective on families
- a sociological perspective on families (e.g., trends affecting families, family patterns, demographics)
- the influence of cultural and generational values on individuals and families (e.g., cultural traditions).

Process/Skill Questions

Thinking

- How are various types of families alike and different?
- What factors influence attitudes and beliefs about the family?
- What is the role of the family in society?
- What ideas justify the significance of the fictive family?
- How have families changed throughout history?
- How do the actions of one family member affect others?
- What positive and negative results might occur if people with conflicting cultures, traditions, values, and goals form a family?

Communication

- What is the role of communication in keeping the family together?
- How could the function of communication improve the dynamics of the family?
- How could parents adapt communication to improve parental partnership?
Leadership

• How can leaders improve the quality of life for children?
• What leadership skills can foster altruism in the family?
• How would a caregiver prioritize or generate a plan to assist a family member to increase the longevity of their life path?
• How can career goals affect family formation?

Management

• What are some of the social, cultural, financial, political, and environmental factors that affect families?
• What resources are effective in helping families spend more time together?
• What management skills would be helpful for families seeking to meet specific needs of family members?
• How could you determine a family’s need for special family services?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You
Task Number 40

Identify the functions of the family.

Definition

Identification should include

- caregiving across the lifespan
- child rearing and socialization (parenting behaviors and practices)
- provision of a sense of culture
- support of financial needs
- intellectual, social, moral, physical, spiritual, and emotional development.

Process/Skill Questions

Thinking

- Which needs, as listed in the task definition, are easiest for families to meet? Most difficult?
• What are some outcomes when the family does not fulfill basic functions?
• What are the benefits when positive values are taught in the home?
• What might be the consequences if these values are not taught?

Communication

• What is the role of the family in teaching culture and traditions?
• How do people model their code of ethics within the family?
• What are the results when people model their code of ethics?
• What might be the consequences if the code of ethics breaks down?
• How do parents instill values in their children?
• What motive is there in encouraging the active involvement of parents with the family?

Leadership

• What factors may affect a family’s ability to fulfill family functions?
• What are the short-term and long-term consequences for the family when functions are not fulfilled? For society?
• What are the most important values in your family associated with economic support? Emotional security?
• What ideas justify parent-peer collaborations?

Management

• Where could someone get help if the family did not meet their needs?
• How can family members improve their functions within the family?
• What services are available to address the needs traditionally met by the family?
• Which methods for teaching values, culture, and traditions are most often used in families?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

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Power of One: A Better You
Power of One: Family Ties
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Check the national FCCLA portal.

Focus on Children
Food Innovations
Interpersonal Communications
National Programs in Action
Nutrition and Wellness
Professional Presentation

Task Number 41
Identify family relationships and responsibilities over the lifespan.

Definition

Identification should include, but not be limited to, transitions and stages of families across the lifespan and

- adjustment
- childbearing
- child-rearing/raising
- launching
- empty-nest
- aging.

Identification should also include

- describing the stages of family development common to many families
- examining the characteristics, concerns, and challenges of each stage of development
- listing the developmental tasks that are associated with each stage.

Process/Skill Questions

Thinking

- How might death, divorce, or childlessness affect the family life cycle?
- What are some concerns of families at different stages of the life cycle?
- What stage of the family life cycle do you think would be the most difficult?
- What is the significance of mastering the skills and milestones of each stage of the family life cycle?
- What could be done to maximize an individual’s ability to achieve developmental tasks?

Communication

- What approaches could members of a non-traditional family structure use to communicate effectively?
- What is the importance of communication as a family progresses from one stage to another in the family life cycle?
- What might be the outcomes of good or poor communication between family members (e.g., between parents, between parent and grandparent, between parent and child, between siblings)?

Leadership

- What leadership skills would be helpful during the launching stage?
- How might leadership qualities help parents deal with the empty-nest stage?

Management

- What resources are available for explaining the stages of the family life cycle?
- What problem-solving skills are especially needed for the aging stage?
- What approaches would you use to successfully maneuver through the stages of the life cycle?

FCCLA National Programs
Community Service: Lead
Community Service: Learn
Community Service: Serve

FACTS: People
FACTS: Roads
FACTS: Vehicles

Families First: Balancing Family and Career
Families First: Families Today
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Families First: Parent Practice
Families First: You-Me-Us

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending

Power of One: A Better You
Power of One: Family Ties

STOP the Violence

Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Check the national FCCLA portal.
Task Number 42

Describe the family as a system.

Definition

Description should include

- a definition of system
- definitions of various family systems, including but not limited to, nuclear, extended, blended, single-parent, adoptive, and foster families
- characteristics of each family system
- ways attitudes, characteristics, and behaviors are affected by the family system.

Process/Skill Questions

Thinking

- Why is it important to view the family as a system, the parts of which are interrelated, interconnected, and interdependent?
- What happens to the family if a part of the system undergoes a significant change (e.g., through divorce, death, job loss, illness)?
- How does the political system, including government, education, public services, and courts, affect families?

Communication

- What are examples of ways that technology affects families?
- How can technology improve family communication? Hinder family communications?
What criteria can the family use to evaluate a technological device?

Leadership

- What are the strengths of each family structure?
- How do these strengths allow them to contribute to the family? To society?
- How might the structure affect the family's ability to fulfill its functions?
- What can families of different structures contribute to the community?
- How might a family adjust if taxes are increased or if public services are cut?
- What leadership skills contribute to meeting those challenges?
- How can the political system be applied to address issues such as homelessness or family violence?

Management

- What factors in the economic system affect families?
- What are ways that families can affect the economic system?
- What might determine the family’s need for community resources?
- What might influence a family’s ability to refuse or accept community resources?

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

STOP the Violence
Balancing Work and Family

Task Number 005

Identify work roles and family roles.

Definition

Identification should include

- evaluating work systems and family systems (i.e., structures)
- assessing the characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside the family
- describing the roles and responsibilities of employees and family members
• determining the effects of interdependence on each member of the family
• evaluating ways the evolution of the family life cycle affects choices and decisions
• examining personal and family values.

Process/Skill Questions

Thinking

• What factors should we consider when analyzing work and family structures?
• What criteria should we use to assess work and family systems?
• How are the roles and responsibilities of employed workers and family members alike, and how are they different?
• How is the role of management in the workplace like or unlike the role of management in the family?

Communication

• How can the workplace be respectful of the family and individuals?
• How can we communicate to others the importance of being aware of the values of work and family?
• How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

• What leadership techniques do we need to develop workplace strategies for change?
• How can the family and the employer develop leadership skills in individuals?
• What leadership techniques do we need to develop family strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can we develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can help us determine our work and family values?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve
FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Focus on Children
Task Number 44

Identify how families affect work life and how work life affects families.

Definition

Identification should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the advantages and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
- What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can we communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills do we need to balance the effects of family life on work? Work life on families?

Leadership

- What leadership techniques do we need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
What leadership techniques can help direct or redirect the effects of family on work and work on family?
How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family? Into the workplace?
- What management skills do we need to minimize the effects of family life on work and the effects of work on family life?
- What resources can help us determine our values toward work and families?

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Community Service: Lead
Community Service: Learn
Community Service: Serve
FACTS: People
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Families First: Balancing Family and Career
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Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Task Number 45

Develop strategies for sharing responsibilities to manage family and work.

Definition

Development should include

- an identification of responsibilities that need to be managed
- strategies for managing work and family roles
- an understanding of policies and laws related to work and family roles
- use of time
- prioritization of family and work responsibilities
- ways to handle stress
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle
- support systems and resources that help families manage responsibilities.

**Process/Skill Questions**

**Thinking**

- What is the relationship between a family’s circumstances and work productivity?
- Why is it important to a person, to a family, and to an employer to balance work and family roles?
- What factors should we consider when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

**Communication**

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills are needed when developing strategies for balancing work and family roles?
- How can we communicate to others the importance of balancing work and family roles?

**Leadership**

- What leadership techniques can we use to address and resolve conflict regarding work and family roles?
- What skills help family members become leaders?
- What criteria should we use to assess our efforts at balancing work and family roles?

**Management**

- What management skills are beneficial when setting priorities at work and at home?
- What training is needed to develop management strategies for balancing work and family roles?
- What management skills help us deal with issues at different stages of the family life cycle?

**FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**
Career Connection: My Skills
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Community Service: Learn
Community Service: Serve
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Power of One: Family Ties
Power of One: Working on Working
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Task Number 46

Analyze goals and expectations within the workplace and those within the family.

Definition

Analysis should include

- identifying factors that influence how families coordinate work and family responsibilities and goals
- comparing individual and family goals and principles with work goals and principles
- comparing traditional and egalitarian beliefs regarding work and family roles of men and women
- predicting changes in the ways work and family roles will be managed in the future.

Process/Skill Questions

Thinking

- What factors might influence work and family goals and principles?
- How do gender role expectations change on the continuum from traditional to egalitarian?
- What are the positive and negative consequences of each view?
- Why are traditional roles being reexamined by some families?

Communication

- What is the role of communication in managing work and family responsibilities?
• How can individuals communicate their goals and values about work and family?
• How can communication skills help a family that has trouble balancing work and family responsibilities?

Leadership

• What is the relationship between family members’ incomes and household responsibilities?
• How might technology help balance work and family responsibilities?
• How can leadership model how technology can be used to meet expectations at work and home?

Management

• What management skills are essential for achieving and maintaining a balance of work and family roles?
• How can these management skills be learned?
• How can conflicts between work and family responsibilities be resolved?
• How might the way families manage their work and family roles change in the next 10 or 20 years?
• What resources are available to help achieve and maintain a balance of work and family roles?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties
Task Number 47

Analyze the effect of social, cultural, economic, and technological trends on work and family.

Definition

Analysis should include

- ways work and family are interconnected or independent
- trends associated with the interconnectedness of work and family
- mobility issues in today’s society (e.g., immigration, separation from the support of extended family)
- economic factors (e.g., health care, higher education, caring for elderly family members, multiple generations in one home)
- products and services designed or improved in the last 10 years that relate to balancing work and family roles
- advantages and disadvantages of having a dual-earner family
- effects of technology on the family and work balance (e.g., social media, 24/7 demands of work, e-learning).
Process/Skill Questions

Thinking

- How has the traditional separation of work and family changed in the last 50 years?
- What are the implications of the interconnections of work and home life for families? For society? For the workplace?
- How does the increase in the number of working women affect men’s and women’s roles in the family?
- What are the effects of the feminization of poverty (i.e., an increasing number of women in short-term, low-wage, dead-end jobs) on single-parent families? On the workplace? On society as a whole?
- How does the mobility of families affect the interconnectedness of work and family life?

Communication

- How can families and individuals address trends in the workplace?
- What influences a person's beliefs and attitudes about work and family responsibilities?

Leadership

- What are the effects of technological advancements on families and on society?
- What leadership skills can help with managing the effects of work on family life and family life on work?
- What leadership skills are helpful in aligning family income with long-term family goals?

Management

- How can decisions be made about the best way to deal with social, economic, and technological changes?
- How might society influence the way families manage their work and family responsibilities?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads
FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

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Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 48

Apply problem-solving processes to individual and family case studies.

Definition

Application of problem-solving processes should include REASON model:

1. Identify the problem or decision.
2. List options.
3. Examine alternatives.
4. Select the best option.
5. Take action.
6. Evaluate results.

Application should also include

- clarifying individual and family issues
- identifying adequate, reliable information and resources for individual and family problem solving
- identifying steps of the problem-solving process
- creating alternative choices for solving problems
- evaluating the potential consequences of alternative choices
- using standards to make decisions
- implementing decisions
- revising the solution if necessary.

Process/Skill Questions

Thinking

- What factors influence attitudes toward problem solving?
- What are the benefits of considering many solutions to a problem?
- How can skipping a step in the problem-solving process affect the situation?
- How does context influence problem solving?

Communication

- How can technology assist us in solving problems?
- What communication skills are helpful in solving problems?

Leadership

- How can leaders ensure that the problem has been accurately put into context?
• What leadership techniques can be used to set a goal for solving the problem?
• How can leaders motivate others to problem solve?

Management

• What management techniques are helpful in selecting criteria to evaluate choices for problem solving?
• How might taking time to reflect on the outcome help when facing future problems?

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Community Service: Lead
Community Service: Learn
Community Service: Serve
FACTS: People
FACTS: Roads
FACTS: Vehicles
Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Career Investigation
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Check the national FCCLA portal.
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Food Innovations
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Nutrition and Wellness
Parliamentary Procedure
Professional Presentation
Promote and Publicize FCCLA!
Public Policy Advocate
Repurpose and Redesign
Say YES to FCS Education
Sports Nutrition
Sustainability Challenge
Teach and Train

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Relating to Others in Positive, Caring Ways

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Task Number 49
Describe healthy relationships.

Definition
Description should include

- types of relationships
- differentiation among healthy, unhealthy, and abusive relationships
- communication skills that contribute to caring, respectful, and responsible relationships
- the role of media and social media
- standards that guide behavior in interpersonal relationships
- skills for teamwork and leadership.

Process/Skill Questions

Thinking

- What are the characteristics of healthy and unhealthy relationships?
- What are signs that a relationship is caring, respectful, and responsible?
- What are signs that a relationship is not caring, respectful, and responsible?

Communication

- What is the role of communication in forming and maintaining caring, respectful, and responsible relationships?
- How can communication be used to relate to others in positive and caring ways?
- How can "you" and "I" messages play a role in positive communication?
- How can social media affect communication in relationships both positively and negatively?
Leadership

- How does cooperation help build caring, respectful, and responsible relationships?
- What strategies may be effective in building caring, respectful, and responsible relationships?
- How can caring, respectful, and responsible relationships be established in the workplace?

Management

- What personal and environmental factors contribute to caring, respectful, and responsible relationships?
- What are the consequences of having caring, respectful, and responsible relationships? Of not having caring, respectful, and responsible relationships?
- What resources are available to help create and maintain caring, respectful, and responsible relationships?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Focus on Children

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Task Number 50

Develop ways to relate to diverse people.

Definition

Development should include techniques, skills, and strategies needed for verbal and nonverbal communication with diverse people.

Process/Skill Questions

Thinking

- How might personal characteristics and needs affect relationships with people of different ages, abilities, genders, and cultures?
- What factors may enhance or limit a person's ability to relate to people of different ages, abilities, genders, and cultures?

Communication

- How can communication contribute to an understanding of the perspectives, characteristics, and needs of people of different ages, abilities, genders, and cultures?
- What are some of the consequences when assumptions are made about people based on their age, appearance, gender, or ethnic/cultural background?

Leadership

- What personal skills are needed to develop positive relationships with people of different ages, abilities, genders, and cultures?
• How might cultural traditions influence relationships?
• How can one person turn a relationship into one that is positive and healthy?

Management

• What steps can be taken to create caring, respectful, and healthy relationships with people of different ages, abilities, genders, and cultures?
• What ethical standards guide relationships with people of different ages, abilities, genders, and cultures?
• What can people learn about themselves by examining their relationships with people of different ages, abilities, genders, and cultures?
• How can individuals use their talents to create caring, respectful, and healthy relationships?

FCCLA National Programs

Community Service: Lead

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STOP the Violence

Student Body: The Fit You

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Student Body: The Real You

Student Body: The Resilient You
Task Number 51

Interpret the significance of caring, respectful, and responsible relationships.

Definition

Interpretation should include

- personal needs and personality traits/temperament and their effect on relationships
- the role that stress plays in relationships
- the effect relationships have on self-esteem.

Process/Skill Questions

Thinking

- How does having caring, respectful, and responsible relationships affect all aspects of a person's life?
- What are ways to create caring, respectful, and responsible relationships?
- How can positive relationships be maintained?
- How do personal needs and personality traits affect how stress is handled in a relationship?

Communication

- How do caring, respectful, and responsible relationships contribute to communication in the family, the workplace, and the community?
- What are some consequences of stress on relationships?
- What are some positive strategies to handle stress on relationships?
Leadership

- What leadership skills help create caring, respectful, and responsible relationships?
- What traditions and social norms contribute to respectful, healthy relationships?
- What are the consequences of dealing or not dealing with stress in relationships?
- How can stress in a relationship be dealt with in a positive way?

Management

- What resources are available that help create caring, respectful, and responsible relationships?
- What factors in a person's environment contribute to caring, respectful, and responsible relationships?
- What are the consequences of caring, respectful, and responsible relationships for a person? For families? For the community?
- How can you evaluate whether a relationship is healthy?

**FCCLA National Programs**

Community Service: Lead

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Power of One: A Better You

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Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Task Number 52

Demonstrate healthy communication practices.

Definition

Demonstration should include

- applying various styles of expression
- considering verbal and nonverbal behaviors
- practicing effective listening/giving feedback
- considering the perspectives of others, including those of diverse cultures and backgrounds
- identifying communication roadblocks and using strategies to overcome them
- demonstrating ethical principles
- incorporating technology
- developing positive communication practices with respect to ethical standards.

Process/Skill Questions

Thinking
• What contextual factors affect communication?
• What ethical issues are involved in expressing feelings, needs, and ideas with family, friends, coworkers, employers, and community members?
• How does background affect relationships?

Communication

• What questions can help clarify meaning?
• How can silence sometimes be "the best answer"?
• Why do verbal and non-verbal communications need to match when being used together?

Leadership

• How might values and beliefs affect communication skills?
• What actions should leaders take to help others use effective communication skills?
• How might geographic location affect communication skills?
• How can a leader help individuals of different backgrounds communicate effectively with one another?

Management

• What resources are effective to help people develop communication skills?
• What criteria can be used to evaluate communication skills?
• How can positive communication skills be maintained?

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Families First: Balancing Family and Career

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Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead
Task Number 53

Apply conflict resolution skills within interpersonal relationships.

Definition

Application should include

- examining the conflict in terms of causes, values affected, and viewpoints of all involved
- establishing criteria for evaluating alternatives
• evaluating conflict resolution alternatives
• selecting the most desirable alternative
• testing the chosen alternative to determine its effectiveness
• examining the importance of one's language with regard to resolving conflict
• revising the resolution strategy as necessary.

**Process/Skill Questions**

**Thinking**

• What cues indicate a need for developing conflict resolution alternatives?
• Why is it important to set a goal for the resolution of a conflict?
• What are some causes of conflict?
• How might conflict and the resolution of conflict affect group goals?

**Communication**

• How can resolution alternatives be presented in a non-confrontational manner?
• How can alternatives be expressed objectively? Persuasively?
• How does communication affect the resolution of conflict?

**Leadership**

• How can leaders encourage conflict resolution alternatives?
• What skills can be used to lead the conflict resolution process?
• What leadership techniques can be used to develop criteria for evaluating alternatives?
• What conflict resolution strategies can leaders use when dealing with friends? With family members? In meetings? At work?
• How can leaders prevent the escalation of conflict?

**Management**

• What management strategies can be used to generate alternatives for conflict resolution?
• What resources can be applied to generate ideas for conflict resolution?
• What strategies can be applied to prevent conflict?
• What strategies can be implemented to resolve conflict?
• What is the value of using various methods of conflict resolution?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Balancing Family and Career**

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Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
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Event Management
Focus on Children
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Developing Cultural Competence

Task Number 54

Describe cultural competence.

Definition

Description should include

- definition of cultural competence
- awareness of one’s own worldview and culture
- awareness of biases
- knowledge of values, beliefs, traditions, and goals
- definitions of stereotype, prejudice, and discrimination
- identification of diverse aspects of the family such as
  - languages
  - family structures
  - socioeconomic status
  - child-rearing practices
  - approaches to discipline
  - religious affiliations.

Process/Skill Questions

Thinking

- Why is it important for a family to share its worldview and culture with its members?
- How are biases influenced by one’s family?
- What are the differences between stereotypes, discrimination, and prejudices?
- Why is it important to have an appreciation of diverse aspects of families?
- What are the values, beliefs, traditions, and goals of your family?
- How can differing perspectives contribute to personal and family relationships?

Communication

- How can families teach respectful methods for gaining better understanding of someone’s culture? (e.g., asking “Where are you from?” instead of “What are you?”)
- How can families prepare their members to handle societal changes?
- What are activities, objects, or ways families pass aspects of their culture down to future generations?
- What rituals and traditions are related to your culture? How do these rituals and traditions support your values and goals?
- Have cultures other than your own influenced your family?
Leadership

- How can families help prepare members to become leaders with cultural competence?
- How do leaders help others recognize and work through stereotyping and prejudice?
- What are the benefits of a leader who understands diverse perspectives? What are the consequences of not understanding?

Management

- How can families develop skills to relate to those who are different from themselves?
- What resources are available to help families understand diverse perspectives, needs, and characteristics of a changing society?
- What strategies can be used to demonstrate understanding of the importance of respect, equality, and diversity?
- What activities would a family create to allow its members to interact with people of various cultures?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

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Chapter Service Project Display

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Focus on Children

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Public Policy Advocate

Teach and Train

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Task Number 55

**Identify the components of cultural competence in human services careers.**

**Definition**

Identification should include

- awareness of one's cultural worldview,
- attitude toward cultural differences
- knowledge of cultural practices, worldviews, and cross-cultural skills.

Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

**Process/Skill Questions**

**Thinking**

- How can cultural worldview influence an individual’s career success in human services?
- Why is it important to have a positive attitude when dealing with cultural differences?
- What knowledge of cultural practices, worldviews, and cross-cultural skills is needed of an individual in a human services career?

**Communication**
• What background knowledge would be needed by an individual working in human services to understand someone from a different culture?
• How can cultural competence assist in effectively communicating with someone from a different culture?
• How could a human services professional successively interact with someone when a communication barrier exists?

Leadership

• How can leaders in human services be prepared to handle cultural differences?
• How can leaders in this pathway prepare others to relate to individuals they may interact with from other cultures?
• What leadership skills may be needed to enable a leader to be more successful in handling situations dealing with cultural diversity?

Management

• What training is available to ensure that staff has the needed skill set to work with clients/customers/coworkers from a different culture in relation to communication, culture differences, and traditions?
• How should management handle situations when cultural differences are not handled appropriately?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You
Nurturing Human Growth and Development in the Family throughout the Lifespan

Task Number 56

Describe physical, social, emotional, and cognitive growth.
Definition
Description should include physical, social, emotional, and cognitive growth and how each type of growth relates to the others.

Process/Skill Questions
Thinking
- What factors affect an individual’s physical, social, emotional, and intellectual growth?
- What criteria can be used to evaluate an individual’s stage of physical, social, emotional, and intellectual growth?
- How would you classify the developmental stages from birth to death?
- What is the relationship between late adulthood and social withdrawal?
- What is the relationship between the identities of self in relation to others?
- How does childhood trauma affect human growth?

Communication
- How are physical, social, emotional, and intellectual growth interrelated?
- How does an understanding of human growth and development help build strong families?
- What are the consequences of poor communication on an individual’s growth?

Leadership
- Why are observation skills crucial when working in a child care setting?
- How do cognitive abilities change as people move throughout the lifespan?
- What leadership skills promote physical, social, emotional, and intellectual growth in ourselves and others?
- What happens to one aspect of human growth if another is neglected? For example, what happens to an individual’s social growth if emotional growth is not nurtured?
- What additional skills are needed when working with children who have experienced trauma?

Management
- What could be done to manage emotional stress?
- What data would you use to measure a child’s development?
- How could you prove that culture affects human development?
- What cues help people recognize milestones in their physical, social, emotional, and intellectual growth?
- What are the milestones in your physical, social, emotional, and intellectual growth?
- How can family activities be managed to enhance family members’ physical, social, emotional, and intellectual growth?

FCCLA National Programs
Families First: Balancing Family and Career

Families First: Families Today
Task Number 57

Describe ways development is nurtured within the family.

Definition

Description should include

- defining *nurture* as caring for or encouraging growth and development
- citing examples of nurturing behavior or situations
- explaining the importance of nurturing within the family.

Process/Skill Questions

Thinking
• What factors influence a person's ability to accept nurturing and to nurture other family members?
• How does nurturing change as the family moves through its life cycle?
• What may happen to people whose families do not provide adequate nurturing? Too much nurturing?
• What information would you use to support the view that rituals empower families to develop nurturing behaviors?

Communication

• What communication methods are especially effective in nurturing family members?
• Who has provided you with examples of nurturing?
• What are the effects of creating a warm and loving environment to build one’s self-esteem? Explain.

Leadership

• What leadership skills enhance a person's ability to nurture others?
• In what ways do younger family members provide nurturing to older members?

Management

• What are examples of nurturing within the family?
• How can nurturing activities be cultivated?
• What resources are available to teach us about nurturing?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You
Task Number 58

Analyze changes in self-development across the lifespan.

Definition

Analysis should include

- identifying developmental tasks
- developing strategies for nurturing family members comparing the effects of low self-esteem and high self-esteem.

Process/Skill Questions

Thinking

- What is the relationship between developmental tasks and nurturing strategies?
- How do examples of nurturing change as family members complete developmental tasks?
- How are the developmental tasks at each stage different? Similar?
- Which stages have the most difficult developmental tasks?
- How does self-development affect self-esteem?

Communication

- How do good methods of communication affect self-development?
- How does an understanding of developmental tasks contribute to forming strong families?

Leadership
• What personal and social forces influence self-development through the stages of the life cycle?
• What leadership skills help people deal with these forces?
• What method(s) could parents select to effectively reduce negative child behaviors?
• What could parents do to maximize cooperative behaviors in children?
• How could parents determine whether discipline/control tactics are being effectively implemented?

Management

• What happens when families cannot nurture members at different stages of the life cycle?
• Where else can people go for nurturing?
• What strategies can help people cope with internal changes as they pass through different stages of development?
• What is the function of problem-solving skills in building a healthy family?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting
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Financial Fitness: Spending
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Power of One: Take the Lead
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Student Body: The Real You
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FCCLA: STAR Events (2019)
Career Investigation
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Entrepreneurship
Event Management
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National Programs in Action
Nutrition and Wellness
Task Number 59

Analyze the relationship between managing resources and meeting human needs.

Definition

Analysis should include

- identifying resources (e.g., personal, environmental, material, community)
- examining Maslow’s Hierarchy of Needs
- describing tasks to meet family needs (e.g., preparing meals, providing clothing, maintaining a living environment, guiding children, managing finances).

Process/Skill Questions

Thinking

- What is the relationship between meeting human needs and nurturing?
- What strategies can be used when unexpected needs arise?
- What is the significance of Maslow’s Hierarchy of Needs?
- What resources are available in the local community?
- How can community resources assist families?
- What is the relationship between managing resources and family needs?

Communication

- What is the role of communication in resource management?
- How might managing resources effectively contribute to family communication?

Leadership

- What leadership skills help people manage resources to meet their family needs?
• What are your goals in regard to resource management?

Management

• What is the role of time management in nurturing family members?
• What resources can help provide a person with safety and security?
• How might these differ from resources that help a person cultivate love and belonging?
• How would you prioritize the needs of the family along with the requirements of full-time employment?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

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Financial Fitness: Earning

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Teach and Train

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**Task Number 60**

**Research careers in family and human services.**

**Definition**

Research should include

- identifying careers in the family and human services sector
- researching the roles and functions of those in family and human services careers
- exploring opportunities for employment and entrepreneurial endeavors
- examining the education and training requirements for success
- examining the effect of family and human services occupations on families and on local, state, national, and global economies.

Many websites offer career exploration resources, including the [Virginia Department of Education's Career Planning Guide](https://www.careerplanningguide.org).

**Process/Skill Questions**

**Thinking**

- What factors influence career choice?
- How can career choice affect family goals?
- What criteria should be used to evaluate careers and career decisions?
- What are the risks and rewards associated with family and human services careers?

**Communication**

- What communication and human relations skills are needed to succeed in family and human services careers?
- How are family and human services careers portrayed in the media?
- What questions should be asked to distinguish these portrayals from the reality of these occupations?
- What influences our attitudes and beliefs about family and human services professionals?

**Leadership**

- What leadership qualities are common among family and human services professionals?
- How do people determine whether their career choice is beneficial to the family?
Management

- What steps can be used to set career goals?
- What resources are available for career research?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

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Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Say YES to FCS Education

Sports Nutrition

Analyzing Factors Related to Forming Committed Relationships Across the Lifespan

Task Number 61

Examine the significance of relationships during adolescence.

Definition

Examination should include

- identifying types of relationships formed in adolescence, including those with family and friends and in dating, school, work, and community
- identifying the needs met through these relationships.
Process/Skill Questions

Thinking

- How do personal characteristics and needs influence the types of relationships people have with family, friends, and community members?
- What circumstances might cause these relationships to end or change significantly?
- What are some problems that could develop when the dimensions of the mature love are unbalanced or underdeveloped?

Communication

- How can the relationships people enjoy as children and adolescents prepare them for adult relationships?
- Which relationships are more likely to meet a person's needs as they progress through Maslow’s Hierarchy of Needs?
- Where can adolescents turn for advice on relationships with others?

Leadership

- What is the relationship between a leader and a follower?
- How can leadership skills enhance the formation of healthy, responsible relationships with the opposite sex?

Management

- What steps can young people take to form and maintain caring, respectful relationships?
- How can young people balance activities within and outside the family to have healthy relationships?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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Families First: Meet the Challenge

Families First: Parent Practice

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FCCLA: STAR Events (2019)
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Event Management
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Professional Presentation

Task Number 62

Describe healthy dating relationships.

Definition

Description should include

- the role that basic human needs (i.e., physical, mental, social, emotional) play in forming a healthy dating relationship
- what healthy, unhealthy, and abusive relationships look like in the real world.

Process/Skill Questions
Thinking

- How can unmet needs lead to poor relationship choices?
- Why is it important to determine whether a relationship is conditional or unconditional?
- What are some consequences of remaining in an unhealthy relationship?
- What advice would you have if someone you knew was in an unhealthy relationship?

Communication

- What role does communication play in avoiding entering into an unhealthy relationship?
- How can social media influence healthy and unhealthy relationships?

Leadership

- How can leadership skills help someone avoid entering into an unhealthy relationship?
- How can leadership skills enhance the formation of healthy, responsible dating relationships?

Management

- What steps can a person take to form a healthy dating relationship?
- What are the advantages of identifying personal unmet needs before entering into a dating relationship?
- Why is it important to evaluate personal relationships?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**STOP the Violence**

**Student Body: The Fit You**
Task Number 63

Identify red flags and warning signs of dating violence.

Definition

Identification should include the following:

- Behaviors that demonstrate abuse as well as the early warning signs of abuse
- Guidelines for dating safely (e.g., understanding the concept of consent)
- Knowing when it is time to break up
- Appropriate ways to end a relationship
- The significance of setting and maintaining boundaries

Process/Skill Questions

Thinking

- What are some stereotypes related to dating violence?
- What are some red flags or early warning signs of abuse?
- Why is it important to identify these characteristics early in a relationship?
• Why do some people believe only females can be victims of dating violence?
• What are some problems that could develop when the dimensions of mature love are unbalanced or underdeveloped?
• Why is it important to pick a time and place, make a clean break and have a method to avoid cruelty when ending a relationship?
• What are some consequences of remaining in an abusive relationship?
• Who might you go to for help if the person does not leave you alone after a breakup?

Communication

• What role does communication play in identifying an abusive relationship?
• What are appropriate methods of communication to use when ending a relationship (e.g., text, email, in person, over the phone, having a friend tell him/her)?

Leadership

• How can leadership skills aid in identifying and ending an abusive or potentially abusive relationship?
• What can you do to prevent and create awareness of dating violence?

Management

• What should you do if you or someone you know is in an abusive relationship?
• What community resources are available to help victims of dating violence?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

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Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You
Task Number 64

Evaluate factors to consider in relationships.

Definition

Evaluation should include qualities such as

- values, beliefs, attitudes, and behaviors
- educational, social, economic, and cultural backgrounds
- future goals as they pertain to education, career, and parenting.

Process/Skill Questions

Thinking

- What do you consider to be the most important qualities in a partner?
- Why is it important to identify what values, beliefs or ethical standards are most important to you when choosing a partner?
- What are some guidelines that one should use to ensure a healthy relationship?
- What might be the outcome of entering into a relationship that is considered unhealthy?
- What are possible consequences of choosing a partner who does not share the same values, beliefs or ethical standards as you?

Communication
• How do good communication skills enhance the chances of choosing a suitable partner?
• What are some consequences of not communicating your future goals, values, and standards when developing a relationship with a partner?
• What communication skills are especially important in developing and maintaining a healthy relationship with a potential partner?

Leadership

• What leadership skills can help people evaluate factors related to choosing a partner?
• How can leadership skills help people set goals related to choosing a partner and forming a family?

Management

• What may happen if you form a relationship with a person who has different values, beliefs, or standards?
• What is the effect of ethical standards on the choice of a partner?
• Why is it important to discuss career goals with a potential life partner?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties
Task Number 65

Analyze expectations and the division of tasks in relationships.

Definition

Analysis should include

- the changes in gender roles throughout history
- the effect of cultural patterns on expectations
- strategies to determine the division of tasks.

Process/Skill Questions

Thinking

- How are the biological, intellectual, and emotional characteristics of males and females alike and different?
- How have the expectations of men and women changed in the last 30 years?
- What are some reasons why the roles of men and women have changed in the last 30 years?
- How has technology influenced the change in gender roles?
- What is the relationship between gender and power in the family? At work? In the community?

Communication
• How should married partners decide what roles are appropriate?
• Where can reliable research on roles be found?
• Why is it important to discuss roles and expectations before marriage?
• What are some consequences of not communicating expectations before getting married?
• How has social media changed perceptions of relationships and expectations?

Leadership

• What leadership skills are helpful when analyzing expectations?
• What conflicts may arise when the division of tasks is inequitable?
• How can leadership skills help people avoid stereotyping in the family, in the workplace, and in the community?

Management

• How might roles in the family change as people move through the life cycle?
• How can people adjust their assumptions about roles and expectations?
• How can conflict related to the division of tasks in a relationship be prevented or managed?
• How have changes in roles and expectations affected the workforce?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)
Task Number 66

Describe the concept of commitment and its role in family formation.

Definition

Description should include

- defining commitment in terms of loyalty and commitment to family goals
- identifying factors that influence the level of commitment in a relationship
- determining the importance of commitment to the family.

Process/Skill Questions

Thinking

- What is your perception of commitment?
- How is it the same or different from the formal definition?
- How important is commitment in a loving relationship?
- What factors influence attitudes and beliefs regarding commitment in a relationship?
- What do you regard as the most significant evidence of commitment in a relationship?

Communication

- What factors into the decision to take a relationship to a deeper level of commitment?
- What are your expectations of a partner who has committed to a loving relationship?
- What happens when the partner’s behavior falls short of the expectations?
- What questions might come up when discussing commitment with a partner?

Leadership

- What leadership skills are helpful in making a commitment to a family?
- What conflicts may arise when the individuals in a relationship have different levels of commitment?
Management

- What resources can guide those considering deepening the level of their commitment?
- What can couples do to maintain commitment over a long period of time?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Balancing Family and Career**

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**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**STOP the Violence**

**Student Body: The Fit You**

**Student Body: The Healthy You**

**Student Body: The Real You**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**
Task Number 67

Describe the concept of love and its role in family formation.

Definition

Description should include

- ways to distinguish love from infatuation
- realistic and unrealistic expectations of love
- definitions of different types of love (e.g., self-love, love of caregiver, love of peers, hero worship, romantic love, mature love)
- the relationship between love and the commitment to form a family.

Process/Skill Questions

Thinking

- What factors influence beliefs and attitudes regarding love?
- What role does the media play in forming a person's ideas about love?
- What can happen when an idealized picture of romantic love does not endure?
- What are the most important distinctions between loving relationships and relationships based on infatuation?

Communication

- How might those in a relationship based on love handle problems?
- How might this differ from the way infatuated people regard problems?
- What communication skills can help people distinguish between love and infatuation?

Leadership

- What ethical standards will guide you in your decision to form a family?
- What might be the consequences of having unrealistic expectations about love and a loving relationship?

Management

- What resources are available to help people create or define loving, respectful relationships?
- What might you learn about yourself by evaluating your concept of love and the formation of a family?
- How might a loving relationship affect your relationship with other friends? Your schoolwork? Your relationship with your parents?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today
Task Number 68

Evaluate personal readiness to form a family.

Definition

Evaluation should include

- level of emotional maturity
- level of economic independence
- level of intellectual maturity
- relative independence from parents
- desire to commit to a long-term relationship with another person
- desire to accept responsibilities associated with marriage and parenthood
- a realistic view of marriage and parenthood.

Process/Skill Questions

Thinking

- What characteristics and qualities do you have that would make you a good spouse? A good parent?
- What skills and abilities do you have that would help you fulfill the parental responsibilities of physical care, nurturing, and guidance?
• Why should finances be a factor in the decision to get married or have children?
• What economic resources do you have now?
• What resources do you anticipate having in the future?

Communication

• What communication skills do you have that would help you be a responsible spouse or parent?
• What skills do you need to learn?
• What communication skills are needed to investigate the responsibilities of marriage and parenthood?

Leadership

• What goals have you set for your future?
• How would these goals change if you married or had a child at your present age?
• What leadership skills do you need to learn to be a good spouse or a good parent?

Management

• What ethical standards will help you evaluate your readiness to form a family?
• What resources can help in evaluating readiness for marriage or parenthood?
• What skills might you need to parent a family that is blended, a single-parent family, adopted children, or grandchildren?

**FCCLA National Programs**

**Families First: Balancing Family and Career**

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**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Focus on Children**

**Interpersonal Communications**

**National Programs in Action**
Task Number 69

Identify responsible ways to express emotional and physical intimacy. (Sensitive)

Definition

Identification should include

- the importance of mutual consent
- seven different kinds of intimacy (i.e., emotional, physical, social, intellectual, recreational, aesthetic, spiritual)
- differences in responsible and irresponsible behaviors associated with emotional and physical intimacy
- how couples may display emotional intimacy (e.g., meaningful conversation, careful listening, words of encouragement or appreciation, sharing of deepest feelings and thoughts).

Identification should also include resources for getting help in situations of abuse, such as the National Domestic Violence Hotline and the National Dating Abuse Hotline and 866-331-9474.

Process/Skill Questions

Thinking

- What role does the media play in forming behaviors regarding emotional and physical intimacy?
- What role is played by the attitudes and behaviors of peers?
- What is the importance of each of the seven types of intimacy in a relationship?
- What criteria can be used to determine whether a behavior is responsible or irresponsible?

Communication

- How can communication skills help people handle conflicts that may arise from emotional and physical intimacy?
- What communication skills can help people experience emotional intimacy?
- Who might one communicate with when questions arise about intimacy?

Leadership

- What ethical standards might help you make decisions regarding emotional and physical intimacy?
- What might be the consequences of unrealistic expectations about emotional and physical intimacy?

Management

- What resources can help people establish responsible behavior in relationships?
• What steps can be taken to end relationships that encourage irresponsible behavior?

FCCLA National Programs

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Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Analyzing Family Relationships

Task Number 70
Analyze the effect of power, authority, and the lack thereof, within relationships.

Definition

Analysis should include

- describing types of power (e.g., permissive, authoritarian, authoritative, egalitarian)
- describing empowerment and its importance in relationships
- citing situations where power is exercised
- giving examples of positive and negative uses of power and authority.

Process/Skill Questions

Thinking

- How can power be both positive and negative?
- What are the benefits when power and authority are used in positive ways in the family?
- What are the consequences when they are used in negative ways?
- How do people form their beliefs and attitudes about power and authority in the family? In the workplace? In the community?
- What are the implications of the power of love?

Communication

- How can people communicate power in positive ways?
- How might it feel to experience power used in positive ways? In negative ways?
- How do family interactions affect the family system?

Leadership

- What ethical standards guide the use of power?
- What strategies could help a person exercise power in positive ways?
- What patterns of interactions lead to strong, healthy families?

Management

- Why do expectations for family members need to include both rights and responsibilities?
- What resources can be used to analyze the implications of power and authority within relationships?
- What assistance is available to people in relationships where power and authority are abused?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 71

Analyze the responsibility of each family member to establish and communicate individual and family needs, principles, and goals.

Definition

Analysis should include ways

- individuals establish and communicate their needs
- individual and family needs, values, and goals may change
- individual and family needs, values, and goals may coincide or differ
- individuals and families interact with other community systems.

Process/Skill Questions

Thinking

- What key skills are needed in each area of interaction to build strong families?
- What factors contribute to family unity?
- What are the consequences when the family lacks unity?
- What are the implications when the family is too close? Is this always positive?
- How do individual family members help the family adapt to change?
- How can positive communication within a family contribute to an individual's career success?
Communication

- How does communication help family members reconcile their individual needs and goals with those of the family?
- How can family members effectively communicate their needs, principles, and goals to members of the community, school, workplace, healthcare system, or other support systems?

Leadership

- What leadership abilities are essential when one or more family members insist that individual needs, principles, or goals are more important than family needs, principles, or goals?
- When might it be appropriate to put individual needs, goals, and principles above that of the family?

Management

- How can the family pass on culture and traditions in a world that values individual rights and achievements?
- What management strategies would be helpful in improving family communication?

FCCLA National Programs

Families First: Balancing Family and Career

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Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Interpersonal Communications

National Programs in Action

Professional Presentation

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**Task Number 72**
Identify strategies for making decisions as a family.

Definition

Identification should include

- guidelines for family meetings
- strategies for effective decision-making.

Process/Skill Questions

Thinking

- Why is it important for families to use a reasoned-action approach to decision-making?
- What happens when a family member makes an important decision without consulting other family members?

Communication

- What guiding principles should a family use to contribute to effective communication?
- What communication skills are especially important when dealing with family problems?

Leadership

- How can family meetings enhance decision-making?
- Who should establish guidelines for family meetings?
- Should all decisions that affect the family be made cooperatively by all family members?

Management

- What resources are available to help families in decision-making?
- What strategies other than family meetings can encourage a reasoned-action approach to family decision-making?

FCCLA National Programs

Families First: Balancing Family and Career

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Families First: Parent Practice

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FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

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Parliamentary Procedure

Professional Presentation

Task Number 73

Identify family rituals, traditions, and activities that strengthen family relationships.

Definition

Identification should include

- defining tradition and ritual
- describing ways traditions and rituals strengthen family relationships.

Process/Skill Questions

Thinking

- What are examples of traditions and rituals that strengthen families?
- What are the consequences of not having traditions and rituals in a family?
- What are some examples of how traditions and rituals contribute to family unity?
- Which family traditions and rituals would you like to use with your future family?

Communication

- What is the connection between family traditions and holidays?
- Why do many families find holidays stressful and divisive?
- What communication strategies can help reduce stress and prevent conflict among family members during holidays?

Leadership
• How can families use traditions and rituals to foster interdependence and independence among family members?
• What happens when families discontinue or disregard traditions and rituals?

Management

• What resources would be needed to plan and establish a new family tradition or ritual?
• What strategies can be used to make family traditions and rituals more meaningful?

**FCCLA National Programs**

Community Service: Lead

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Power of One: A Better You

Power of One: Family Ties

**FCCLA: STAR Events (2019)**

Chapter Service Project Display

Check the national [FCCLA portal](#).

Event Management

Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 74

Develop a plan for rituals, traditions, and family activities.

Definition

Development should include

- identifying ways that individual activities can infringe on family time
- using the FCCLA planning process
- identifying time management strategies
- identifying activities that the family can enjoy together
- evaluating the plan.

Process/Skill Questions

Thinking

- How do family activities and quality time help strengthen families?
- What are the short-term and long-term consequences of spending time with family members? Of not spending time with family members?
- What specific FCCLA programs could be used to help plan family activities?

Communication

- Why is it sometimes difficult for families to find time to spend together?
- What is the relationship between family values and time spent together?

Leadership

- How can family activities foster interdependence and independence?
- Who should plan and carry out family activities?
- What leadership skills can be used to persuade family members of the value of family activities?
- How can students use FCCLA national programs to plan family activities?

Management

- What factors determine the type of activities a family enjoys?
- What are some examples of family activities that take a lot of planning?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve
Developing Communication Patterns that Enhance Family Relationships

Task Number 75

Explain the importance of interpersonal communication skills in families.

Definition

Explanation should include

- describing communication, interpersonal communication, and effective communication
• explaining the importance of temperament in communication styles
• describing the importance of using "I" messages instead of "you" messages
• identifying factors that influence a family’s style of communication and ability to communicate effectively
• identifying outcomes of a family's inability to use effective communication strategies.

Process/Skill Questions

Thinking

• What factors influence a family’s style of communication among its members?
• What are the various means of communication?
• What are barriers to family communication?
• What are some common mistakes families make when communicating?
• What is scapegoating, and what are the negative effects of scapegoating on family members?

Communication

• What is the role of communication in the day-to-day operations of the family?
• How does technology affect family communication?
• How can you improve your family’s communication skills using technology?
• What are some potential consequences to faulty communication within a family?
• How does a family member understand the message you are trying to communicate?

Leadership

• What is the role of each family member in improving family communication?
• What are some barriers to improving communication?
• What leadership skills can be used to overcome these barriers?
• How can a higher level of communication be reached within a family?
• How would you define constructive communication?
• What family communication skills are also valuable tools in the communication of a leader?

Management

• What strategies can be used to create a family atmosphere that is conducive to effective communication?
• What is the relationship between communication and family functions?
• What is the relationship between communication and family principles and goals?
• How can the creation of family goals inspire a stronger line of communication?
• What assistance is available to families with poor communication skills?
• How do effective communication strategies contribute to workplace success?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 76

Identify ways to strengthen communication in families.

Definition

Identification should include

- describing the characteristics of effective and ineffective communication
- identifying appropriate times, settings, and circumstances to communicate with family members
- determining personal communication style
- determining communication skills that encourage constructive family interactions
- identifying strategies to improve speaking and listening skills
- identifying strategies to help the family move to a deeper level of communication.

Process/Skill Questions

Thinking

- How often are you misunderstood at school? Among friends? By the family? At work? Why do these misunderstandings occur?
- Why do some families communicate better than others?
- How can a family strengthen their communication skills?
- What communication resources are available to a family?
• How can technology encourage or inhibit communication?
• Why is it important to recognize when communication patterns are escalating toward a negative outcome?
• Why is it beneficial to take a time-out when a discussion is escalating toward a negative outcome?

Communication

• What can be done to clarify messages?
• What factors might cause a family to move to a different level of communication?
• Why is it important to think about the ways people communicate?
• Why is it important to communicate feelings? How can feelings be effectively communicated?
• What are the most appropriate times, settings, and/or circumstances to communicate concerns?

Leadership

• What is the relationship between leadership and communication?
• Why is it important for a leader to be a good communicator?
• What are the risks in seeking to communicate on a different level?
• How can communication skills help you respond in positive ways?
• How can a leader improve their listening skills?

Management

• How can strategies be developed that encourage a deeper level of communication within the family?
• What resources can be used to improve family communication?
• What communication skills encourage constructive family interaction?
• What attitude and skills are needed to be an effective communicator?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

FCCLA: STAR Events (2019)
Task Number 77

Identify communication barriers in families.

Definition

Identification should include contextual factors that influence effective communication including, but not limited to,

- developmental levels of those communicating
- gender differences
- cultural differences
- differences associated with being in varying developmental stages
- physical setting and time of interaction
- mood or feelings
- levels of power (e.g., dominant, subordinate) held or perceived.

Identification should also include the following roadblocks to communication:

- Stereotyping or displaying prejudice
- Advising or lecturing
- Threatening, insulting, or attacking
- Using sarcasm
- Distracting
- Not paying attention
- Interrupting

Process/Skill Questions

Thinking

- How do each of the contextual factors influence the quality of communication? Are some factors more influential than others?
- What ethical issues can influence the quality of communication?
- What factors influence communication with younger or older family members?
- What roles do spoken words and nonverbal gestures play in communication?
- How can threatening, insulting or attacking create a barrier to communication?
- What are the attributes of listening?
• What are some gender differences in communication?
• How can families overcome communication roadblocks?

Communication

• What values and beliefs affect communication skills?
• How can communication be enhanced when faced with each of the contextual factors?
• How can choosing the most appropriate time or setting for communication allow the receiver to obtain the information better?
• Why is interrupting a speaker a roadblock to communication?
• What are the different needs in communication based on various levels of power?

Leadership

• What actions can be taken to help others overcome barriers to communication?
• What behaviors associated with leadership might put up roadblocks to communication?
• How can leaders remove these roadblocks?
• How does the level of power held or perceived by sender and receiver affect communication?
• What work or school settings would allow us to learn better communication skills?
• How can a distracted receiver be perceived by the speaker?

Management

• How can technology become a roadblock to communication?
• How can technology help address some roadblock to communication?
• What techniques can help set the stage for effective communication with people of different ages or developmental levels?
• What criteria can help evaluate roadblocks to communication?
• What cultural differences may hinder communication?

FCCLA National Programs

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FCCLA: STAR Events (2019)
Task Number 78

Give examples of ways to demonstrate respect for the rights, feelings, and needs of family members.

Definition

Examples should include

- communication strategies that demonstrate respect
- ways to respectfully handle disagreements and negotiate differences
- a willingness and ability to develop new communication patterns.

Process/Skill Questions

Thinking

- How does effective communication demonstrate respect for the rights, feelings, and needs of family members?
- What ethical standards guide respectful communication?
- How would you compare the influence of words and behavior on a relationship?
- How do communication skills contribute to healthy family relationships?
- What types of communication demonstrate disrespect?
- How can siblings communicate respectfully?

Communication

- How can family members communicate their respect for the rights, feelings, and needs of one another?
- What forms a family's beliefs, attitudes, and habits regarding conflict and conflict resolution?
- How can unexpressed anger cause disrespect for family members?
- How can unexpressed anger hinder future communication?
- How can respect be demonstrated within a disagreement?

Leadership

- What leadership skills can help family members avoid sarcastic, destructive interactions?
- How can leadership skills contribute to setting new communication patterns?
- Why must a person be willing to develop new communication skills?
What resources are available to develop new communication patterns?
How is maturity demonstrated through communication?

Management

- How can conflict management strategies enhance positive communication in families?
- What phrases, questions, and listening habits demonstrate respect?
- What phrases, questions, and listening habits are best avoided?
- Why is it important to demonstrate respect in communication?
- What negotiation skills exhibit maturity?

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Families Today**

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**Families First: Parent Practice**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**STOP the Violence**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal.](http://www.fcclaportal.org)

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**

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**Dealing with Family Stress, Conflict, and Crisis**

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Task Number 79

Identify indicators and outcomes of family stress, conflict, and crisis.

Definition

Identification should include

- classifying indicators as physical, emotional, social, or intellectual
- listing symptoms of families under stress
- listing consequences of long-term, unmanaged stress
- listing healthy responses to stress
- providing examples of resiliency within stress, conflict, or crisis.

Process/Skill Questions

Thinking

- Why is it important to be aware of stress indicators?
- What are examples of stress indicators?
- What is resiliency?
- What are some healthy ways to manage stress?
- How can communication help a person experiencing a crisis?
- What is toxic stress?
- How can positive stress be a motivator?

Communication

- Which signs or indicators of stress have you seen in family members?
- What are ways that family members communicate their feelings when under stress?
- How does conflict affect communication?
- How can stress affect families in positive ways?
- What are the negative consequences on communication during a family crisis?
- What are some examples of toxic stress; how can it affect short-term and long-term health?

Leadership

- What can be done to lessen the effects of stress?
- How does unmanaged stress affect family members at home? At work? In the community?
- How does stress spread from one member to the family as a whole?
- What are the apparent signs that someone is under stress?
- Why is it important to be sensitive to others who are displaying signs of stress?
- How can resiliency be demonstrated?

Management

- What are some examples of crises faced by families?
- What resources can families use to deal with a crisis?
What management skills can help when dealing with the consequences of stress?
How can stress change throughout the family life cycle?

FCCLA National Programs

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Interpersonal Communications
National Programs in Action
Professional Presentation

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Task Number 80

Describe individual and family resilience.

Definition
Description should include

- defining adversity and resilience
- explaining strategies and techniques to develop resilience
- explaining how developing resilience helps individuals and families overcome adversity (including overcoming societal barriers).

**Process/Skill Questions**

**Thinking**

- How might a weak individual become more resilient?
- Why do some individuals recover well after experiencing a trauma while others do not?
- What are some common examples of societal challenges modern families currently face?

**Communication**

- How might family members positively influence other relatives who do not deal well with stress?
- Why might some individuals choose not to speak openly about the adversity they are facing?
- How might open communication help an individual to become more resilient?

**Leadership**

- How can support from the community help individuals and families become more resilient?
- How can you support an individual or family facing challenges you have never experienced?
- How can effective leadership help an individual or family to become more resilient?
- How might leading by example help an individual or family to become more resilient?

**Management**

- What are the characteristics of a resilient individual?
- How might adversity and a lack of resilience affect an individual?
- What sources of assistance exist to help individuals or families build resiliency and overcome adversity?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**
Task Number 81

Develop strategies for resolving individual and family stress, conflict, and crisis.

Definition

Development should include

- following steps for coping with crisis
- using techniques to relieve stress, such as deep breathing, imagery, and progressive relaxation
- identifying the importance of self-care
- identifying family resources
- using techniques to prevent and manage conflict.

Process/Skill Questions

Thinking
• What factors may influence the types of strategies preferred by individuals and families?
• What resources are available to families experiencing stress?
• What is self-care?
• What skills are learned during the process of effectively managing stress?

Communication

• What influences beliefs and attitudes regarding conflict and conflict management?
• How do communication skills affect strategies for preventing, minimizing, or resolving family stress, conflict, and crisis?
• What techniques exist to prevent and manage conflict?
• How can good communication lessen the consequences of stress?
• What non-verbal cues can identify stress within a family?

Leadership

• How does stress, conflict, or crisis affect the goals of families or individual family members?
• What leadership skills can be used to develop coping strategies?
• How can resources be accessed to help family members cope with crisis?
• How can stress relief be used by a leader in the workplace?
• How can delegation relieve stress within a family?

Management

• What are strategies for preventing, minimizing, or resolving family stress, conflict, and crisis?
• What are the consequences of using various strategies to cope with stress, conflict, and crisis?
• What are positive ways that the triggers of stress on the body can be relieved?
• How can the planning process be used to resolve a family conflict?
• What affect can goal setting have on stress, conflict, and crisis?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You
Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 82

Evaluate sources of formal and informal support available to families and family members.

Definition

Evaluation should include

- identifying a variety of family-, community-, and employment-related resources
- assessing support systems for reliability
- dealing with barriers to gaining support.

Process/Skill Questions

Thinking

- How might a family’s support system change over the family life cycle?
- What are the consequences for families who lack adequate support systems?
- What are the benefits for families who obtain adequate support systems?
- What are local examples of teens using these sources of support?
- What are possible barriers to gaining support for a family?
Communication

- How do support systems help families deal with stress, conflict, and crisis?
- What factors influence the family’s attitudes and beliefs about support systems?
- What communication skills are needed to access formal and informal support systems?
- How are communication skills used to evaluate resources?

Leadership

- What barriers do families face when attempting to find support?
- What ethical issues may arise when selecting sources of support?
- What ethical issues arise when referring another to sources for support?
- What leadership skills can help you properly evaluate sources of support?

Management

- What criteria can be used to decide whether a support source is appropriate for a particular situation?
- What management strategies may help families access appropriate sources of support?
- How can we accept responsibility during times of family crisis?
- What are ways that places of employment can offer formal or informal resources to a family?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Nurturing Safety and Well-being

Task Number 83

Differentiate between mental health and mental illness.

Definition

Differentiation should include description of

- optimal mental health
- the general term *mental illness*.

Teacher Resources:
- *Adverse Childhood Experiences (ACEs), Centers for Disease Control and Prevention*
- The National Child Traumatic Stress Network (NCTSN)
- The Trauma Informed Care Project, Orchard Place/Child Guidance Center
- *Toxic Stress, Center on the Developing Child, Harvard University*
- Trauma Center, Justice Resource Institute
- "What is Trauma-Informed?" ChildSavers

Process/Skill Questions

Thinking

- What is the difference between asking, “What happened to you?” and “What is wrong with you?”
• What is included in the topic of mental health?
• What stigmas are associated with mental health?

Communication

• How can you communicate the need of a healthy mental well-being to others?
• How can you respectfully communicate why the stigmas associated with mental health should be present?
• How can you lead a family discussion on mental health and wellness?

Leadership

• What resources are available for an unhealthy mental well-being?
• How can the stigmas that are associated with mental illness be broken down?
• How can stress affect mental health?

Management

• What ethical issues arise in the area of mental health?
• Why is confidentiality important in regard to mental health?
• What are some causes of mental illness?

FCCLA National Programs

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Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You
Task Number 84

Identify risk factors, symptoms, and interventions for mental illness and substance abuse.

Definition

Identification should include

- types of anxiety, affective, psychotic, and personality disorders
- methods of chemical and substance abuse
- forms of self-harming behaviors
- types of eating disorders
- resources for intervention.

Process/Skill Questions

Thinking

- What substances are frequently abused?
- What is the difference between anorexia and bulimia?
- What is a defense mechanism?

Communication

- What are some ways an individual can communicate about anxiety?
- How can self-harming affect one’s thoughts?
- What are the non-verbal signs of alcohol abuse?
- How can partaking in risk-taking fads lead to serious consequences?
- How might a leader effectively communicate the need for a strong mental well-being?

Management

- Why do so many teens risk their personal safety to participate in risk-taking fads?
- What resources are available to someone exhibiting signs of self-harm?
- What are the signals of impending crisis?

**FCCLA National Programs**

Community Service: Lead

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Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

Interpersonal Communications

National Programs in Action
Task Number 85

Develop a personal plan for mental health practices.

Definition

Development should include

- identifying mental health practices
- identifying available resources for formal mental health support (e.g., services provided by professionals or trained employees)
- identifying available resources for informal mental health support (e.g., support by a social network and community).

Process/Skill Questions

Thinking

- What effect does exercise have on an individual’s mental health?
- What effect does proper nutrition have on an individual’s mental health?
- What effect does relaxation and meditation have on an individual’s mental health?

Communication

- What role does communication play with accessing formal supports?
- What role does communication play with accessing informal supports?
- What is the importance of communication in social and community networks?

Leadership

- If a friend confided that they feel depressed, what would you do?
- What effect do proper friendships have on an individual’s mental health?

Management

- How can developing a personal plan for good mental health practices assist in a future crisis?
- How does mental health affect the whole person?
- How can meditation and relaxation assist with good mental health?

FCCLA National Programs

Community Service: Lead
Task Number 86

Identify potential threats to safety and well-being.

Definition

Identification should include threats related to
• gang violence/initiation
• substance use (e.g., distribution, excessive consumption)
• bullying
• abduction
• peer pressure
• sexual harassment
• technology (e.g., cyber bullying, texting while driving, sexting)
• hazing
• human trafficking.

**Process/Skill Questions**

**Thinking**

- How can decisions affect others?
- What is the difference between hazing, bullying, and peer pressure?
- How is technology used to threaten safety and well-being?

**Communication**

- How can technology be unsafe?
- How can you communicate with an adult if you are being bullied?
- What information is important to relay to your peers about abduction?

**Leadership**

- What are examples of destructive peer relationships?
- What is human trafficking, and why is it a concern in the United States? Globally?
- What leadership skills would you use to confront peer pressure?

**Management**

- What resources are available to address sexual harassment?
- How do the distribution and use of substances affect your safety and well-being?
- What steps can be taken to prohibit cyber bullying?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**FACTS: People**

**FACTS: Roads**

**FACTS: Vehicles**
Task Number 87

Develop a plan to promote safety and well-being for self and others.
**Definition**

Development should include

- identifying safety concepts like buddy system and awareness
- identifying available resources for promoting safety and well-being
- determining guidelines and laws governing safety.

**Process/Skill Questions**

**Thinking**

- What is the buddy system?
- What is awareness?
- What is the importance of well-being?

**Communication**

- How would you talk to a friend about their substance use?
- What non-verbal cues would be apparent in an unsafe situation?
- How can you communicate to others the importance of safety and well-being?

**Leadership**

- How can the buddy system be effectively used to keep you out of unsafe situations?
- What leadership skills are demonstrated in making decisions that will result in your safety?
- What laws are in place for your safety?

**Management**

- Where can an individual access resources for promoting safety?
- Where can an individual access resources for promoting a positive well-being?
- Why are following safety guidelines and laws important?

**FCCLA National Programs**

**FACTS: People**

**FACTS: Roads**

**FACTS: Vehicles**

**Families First: Balancing Family and Career**

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Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
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STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Check the national FCCLA portal.
Focus on Children
Interpersonal Communications
National Programs in Action
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Public Policy Advocate

Assuming Leadership Roles as a Responsible Citizen
Task Number 88

Identify ways to be a responsible and engaged citizen in society.

Definition

Identification should include

- explaining the concept of citizenship
- appraising different types of communities
- evaluating responsibilities of citizenship
- exploring leadership through service in communities
- evaluating the character traits of a responsible and engaged citizen.

Process/Skill Questions

Thinking

- What is the concept of citizenship?
- What are the different types of communities?
- What factors determine the formation of a community?
- What criteria can be used to evaluate a community need?
- When might a community need take precedence over individual needs?
- How do citizens determine which organizations have the best interest of the community as their focus?

Communication

- How could a citizen resolve to make decisions that reflects others’ views have been considered and not their own personal bias?
- What communication skills could be used that display value and respect to those involved?
- What communication techniques can be used to help people disagree in a respectful manner?
- How can someone demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly?
- What questions can an individual ask to determine which civic groups have appropriate agendas for the community?

Leadership

- How can leaders prioritize the needs of a community?
- How can altruistic behavior be demonstrated?
- What is the importance of being a servant leader when success is the goal?

Management

- What resources are helpful when encouraging others to volunteer for community service?
- What might encourage a person to feel vested in a community?
- What are effective methods of sharing information about community needs?
- How can others be motivated to join a community cause?
• What recognition methods could be in place to recognize citizens who demonstrate exemplary service?

FCCLA National Programs

Community Service: Lead
Community Service: Learn
Community Service: Serve

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us

Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working

STOP the Violence

FCCLA: STAR Events (2019)

Chapter Service Project Display

Check the national FCCLA portal.

Focus on Children

Interpersonal Communications

Leadership

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Professional Presentation
Task Number 89

Evaluate societal conditions that affect individuals, families, and communities.

Definition

Evaluation should include

- determining the effect of wealth and poverty on education, family resources, and communities
- assessing the importance of education to individuals, families, and communities
- identifying issues related to the health and safety of individuals, families, and communities
- recognizing different types of family units and the strengths and weaknesses of each
- assessing the importance of staying up-to-date on current societal issues that affect individuals, families, and the community in positive and negative ways.

Process/Skill Questions

Thinking

- How does wealth affect education, family resources, and communities? How does poverty affect education, family resources, and communities?
- How can individuals, families, and communities benefit if there is a focus on the importance of education?
- What are societal factors that affect the health and safety of individuals, families, and communities?
- What types of family units exist today?
- How can world events affect families and communities?

Communication

- What factors might influence how wealth and poverty affect education, family resources, and communities?
- How can the importance of education be communicated to individuals, families, and communities?
- What communication techniques can be used to improve family weaknesses?
- How can technology be used to improve conditions in the family or the community?
- How can societal values affect personal and family values?

Leadership

- How can strong communities demonstrate the value of education?
- What leadership skills can be applied to help improve conditions for individuals, families, and the community?
- How can the concept of stewardship be demonstrated?
- How can a leader equip others with needed knowledge and skills to improve the health and safety of individuals, families, and the community?
Management

- What resources are available to help improve conditions for individuals, families, and the community?
- What management strategies used by businesses can be adapted to improve conditions for individuals, families, and the community?
- How can service providers educate citizens about health and safety initiatives?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**FACTS: People**

**FACTS: Roads**

**FACTS: Vehicles**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Speak Out for FCCLA**

**Power of One: Take the Lead**

**Power of One: Working on Working**

**STOP the Violence**

**Student Body: The Fit You**

**Student Body: The Healthy You**

**Student Body: The Real You**

**Student Body: The Resilient You**
Task Number 90

Analyze ways that laws and policies affect families.

Definition

Analysis should include

- ways that laws and policies affect specific issues (e.g., divorce and child custody)
- ways that laws and policies related to these issues affect families and society
- discussion about whether laws and policies help or hinder family functioning.

Process/Skill Questions

Thinking

- What are examples of areas where laws and policies are needed?
- How can laws and policies affect families?
- What are examples of laws and policies that may hinder families?

Communication

- How can laws and policies be communicated in a way that everyone can understand?
- What questions might a family or community investigate to learn more about laws and policies?
- How can a family communicate support or concern for laws and policies?

Leadership
• How can individuals and families be motivated to become aware of legislation affecting families?
• What can people do to change laws they believe to be detrimental to families?
• How can individuals take an active role in the decision-making involved in laws and policies?

Management

• How can people stay informed about the legislative process?
• What knowledge and skills are needed to analyze the effects of legislation on families?
• What resources provide current information about local, state, and national legislative issues?

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
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Check the national FCCLA portal.

Interpersonal Communications

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Task Number 91

Research ways families can become active in the legislative process.
Definition

Research should include

- local, state, and federal legislation
- the processes for creating and changing legislation
- ways constituents can influence the legislative process.

Process/Skill Questions

Thinking

- How can individuals become aware of their potential influence on legislation?
- What would motivate an individual to become involved in the political process?
- What criteria can be used to evaluate the advantages and disadvantages of legislation?
- What can individuals and families do to ensure the enforcement of laws and policies affecting families?
- What process is used to determine what new laws and policies are needed in society?
- What are examples of new laws or policies that are being introduced in the state or local area?

Communication

- What factors influence attitudes and beliefs regarding specific issues and related legislation?
- What factors might determine your willingness to act on an issue?
- What persuasion techniques may help gain support for legislation?
- What communication techniques could be used to handle differences of opinion regarding legislative issues?

Leadership

- Why are compromise and negotiation important parts of the legislative process?
- How does unethical behavior influence the legislative process?
- How can family members find out what potential leadership roles need to be filled in the community?
- What opportunities exist at the local, state, and national level to become involved with policy and legislation?

Management

- What information is needed to affect the passage or defeat of a particular piece of legislation?
- How can people serve the community by becoming involved in the legislative process?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career
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Power of One: Working on Working

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**Task Number 92**

**Analyze ways the economy affects families and families affect the economy.**

**Definition**

Analysis should include

- ways the economy affects family goals
• strategies to manage economic resources
• effects of local, state, and national economic policies
• effects of family spending decisions on the economy.

Process/Skill Questions

Thinking

• How does the economy affect families and their goals?
• What are strategies families can devise to manage their economic resources?
• How do family spending decisions affect the economy?

Communication

• How can family members successfully express their suggestions or concerns about the economy?
• How can families pull together during recessions?
• How do people find the information they need to make sound economic choices?
• What questions should be asked to clarify economic issues?
• How do families communicate their economic needs, wants, and choices to business and industry?

Leadership

• How can family members get involved to influence the decisions made on the local, state, and national economy?
• What leadership skills can families use to get through tough economic times?
• What factors might determine the way families make economic choices?
• How does the economy affect a family’s choices regarding political leaders?
• How do leadership skills help families adjust to changing economic realities?

Management

• What information is needed for families to successfully implement a sound economic plan?
• How can families protect themselves against economic losses?
• What sources of assistance exist for families who lack economic resources?
• What management skills help families pursue their economic goals?

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Task Number 93

Develop a service learning project.

Definition

Development should include

- identifying FCCLA national programs and projects
- using the FCCLA planning process to establish and achieve individual and group goals
- identifying community agencies to help transform vision to reality
- cooperating with others to achieve goals
- evaluating the consequences of actions.

Process/Skill Questions

Thinking

- What is the benefit of using the FCCLA planning process?
- What is the relationship between a vision and goals?
- What strategies will be used to keep a group focused on goals?
- What are the benefits of cooperation?
- What criteria might be used to evaluate the consequences of actions?
Communication

- What communication skills can help an individual refine and interpret others' ideas?
- What process can be used to work toward consensus in a group?
- What persuasive techniques can be used to present a personal vision to a group?
- What public speaking techniques can be used to present a personal vision to others?
- What communication skills can help in the development of an action plan and foster a spirit of cooperation?
- What questions are helpful in evaluating the consequences of actions?

Leadership

- How can leaders motivate group members individually and collectively collaborate on developing a vision?
- What leadership skills can help a group adjust their vision?
- How can compromise be used within a group as it considers its vision and goals?
- How can leaders help members stay focused when barriers are faced?
- What is the value of considering the strengths and limitations of each group member?
- How can leaders evaluate the consequences of individual and group actions?

Management

- What criteria will be used to determine the community agency that will be chosen to collaborate with for the project?
- What business tools will be used to keep the group on task?
- What resources can be used to create and refine a vision?
- What management strategies will help motivate others to act according to the group’s vision?
- What management techniques can be used to keep the focus of a vision a priority?
- What criteria can be used to evaluate the planning process? What management skills may be needed to focus on the future of a group goal?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

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Student Body: The Real You

Student Body: The Resilient You

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<tr>
<td>55</td>
<td>Identify the components of cultural competence in human services careers.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>56</td>
<td>Describe physical, social, emotional, and cognitive growth.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>57</td>
<td>Describe ways development is nurtured within the family.</td>
<td>9.3, 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>58</td>
<td>Analyze changes in self-development across the lifespan.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>59</td>
<td>Analyze the relationship between managing resources and meeting human needs.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>60</td>
<td>Research careers in family and human services.</td>
<td>9.8, 10.8, 11.8, 12.8</td>
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<tr>
<td>61</td>
<td>Examine the significance of relationships during adolescence.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>62</td>
<td>Describe healthy dating relationships.</td>
<td></td>
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<tr>
<td>63</td>
<td>Identify red flags and warning signs of dating violence.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>64</td>
<td>Evaluate factors to consider in relationships.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<td>65</td>
<td>Analyze expectations and the division of tasks in relationships.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>66</td>
<td>Describe the concept of commitment and its role in family formation.</td>
<td>9.3, 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>67</td>
<td>Describe the concept of love and its role in family formation.</td>
<td>9.3, 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>68</td>
<td>Evaluate personal readiness to form a family.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<td>69</td>
<td>Identify responsible ways to express emotional and physical intimacy.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<td>70</td>
<td>Analyze the effect of power, authority, and the lack thereof, within relationships.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>71</td>
<td>Analyze the responsibility of each family member to establish and communicate individual and family needs, principles, and goals.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<td>72</td>
<td>Identify strategies for making decisions as a family.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>73</td>
<td>Identify family rituals, traditions, and activities that strengthen family relationships.</td>
<td>9.3, 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>74</td>
<td>Develop a plan for rituals, traditions, and family activities.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>75</td>
<td>Explain the importance of interpersonal communication skills in families.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>76</td>
<td>Identify ways to strengthen communication in families.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>77</td>
<td>Identify communication barriers in families.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>78</td>
<td>Give examples of ways to demonstrate respect for the rights, feelings, and needs of family members.</td>
<td>9.1, 10.1, 11.1, 12.1</td>
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<td>79</td>
<td>Identify indicators and outcomes of family stress, conflict, and crisis.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<td>80</td>
<td>Describe individual and family resilience.</td>
<td>9.3, 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>81</td>
<td>Develop strategies for resolving individual and family stress, conflict, and crisis.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>82</td>
<td>Evaluate sources of formal and informal support available to families and family members.</td>
<td>9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>83</td>
<td>Differentiate between mental health and mental illness.</td>
<td>9.5, 9.8, 10.4, 10.8, 11.4, 11.8, 12.4, 12.8</td>
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</tbody>
</table>

History and Social Science: GOVT.7, GOVT.8, VUS.13, VUS.14
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>84</td>
<td>Identify risk factors, symptoms, and interventions for mental illness and substance abuse.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>85</td>
<td>Develop a personal plan for mental health practices.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
</tr>
<tr>
<td>86</td>
<td>Identify potential threats to safety and well-being.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td>87</td>
<td>Develop a plan to promote safety and well-being for self and others.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
</tr>
<tr>
<td>88</td>
<td>Identify ways to be a responsible and engaged citizen in society.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
</tr>
<tr>
<td>89</td>
<td>Evaluate societal conditions that affect individuals, families, and communities.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
</tr>
<tr>
<td>90</td>
<td>Analyze ways that laws and policies affect families.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.7, GOVT.8</td>
</tr>
<tr>
<td>91</td>
<td>Research ways families can become active in the legislative process.</td>
<td>English: 9.8, 10.8, 11.8, 12.8</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.7, GOVT.8</td>
</tr>
<tr>
<td>92</td>
<td>Analyze ways the economy affects families and families affect the economy.</td>
<td>English: 9.5, 10.4, 11.4, 12.4</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.7, GOVT.8, GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>93</td>
<td>Develop a service learning project.</td>
<td>English: 9.1, 9.5, 10.1, 10.4, 11.1, 11.4, 12.1, 12.4</td>
</tr>
</tbody>
</table>

**Teacher Resources**

**PrePAC Correlations to Broad Field Family and Consumer Sciences**
These guides correlate the domains and competencies of the Broad Field Family and Consumer Sciences Pre-PAC assessment with the content of these texts.

- Contemporary Living
- Exploring Life and Career
- Preparing for Life and Career
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Broad Field Family and Consumer Sciences Assessment
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Career, Community and Family Connections</td>
<td>8205/18</td>
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<tr>
<td>Career, Community and Family Connections</td>
<td>8282/36</td>
</tr>
<tr>
<td>Child Development and Parenting</td>
<td>8231/18</td>
</tr>
<tr>
<td>Child Development and Parenting</td>
<td>8232/36</td>
</tr>
<tr>
<td>Early Childhood, Education, and Services I</td>
<td>8285/36</td>
</tr>
<tr>
<td>Early Childhood, Education, and Services II</td>
<td>8286/36</td>
</tr>
<tr>
<td>Family and Human Services I</td>
<td>8264/36</td>
</tr>
<tr>
<td>Family and Human Services II</td>
<td>8265/36</td>
</tr>
<tr>
<td>GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus</td>
<td>8277/18</td>
</tr>
<tr>
<td>GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus</td>
<td>8278/36</td>
</tr>
<tr>
<td>GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus</td>
<td>8213/36</td>
</tr>
<tr>
<td>Hospitality, Tourism, and Recreation I</td>
<td>8202/36</td>
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<tr>
<td>Hospitality, Tourism, and Recreation II</td>
<td>8203/36</td>
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<tr>
<td>Independent Living</td>
<td>8214/18</td>
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<td>Independent Living</td>
<td>8219/36</td>
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<tr>
<td>Individual Development</td>
<td>8209/18</td>
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<td>Individual Development</td>
<td>8210/36</td>
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<tr>
<td>Interior Design I</td>
<td>8295/36</td>
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<tr>
<td>Interior Design II</td>
<td>8296/36</td>
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<tr>
<td>Introduction to Early Childhood, Education, and Services</td>
<td>8233/18</td>
</tr>
<tr>
<td>Introduction to Early Childhood, Education, and Services</td>
<td>8234/36</td>
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<tr>
<td>Introduction to Family and Human Services</td>
<td>8237/18</td>
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<td>Introduction to Family and Human Services</td>
<td>8238/36</td>
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<tr>
<td>Introduction to Hospitality, Tourism, and Recreation</td>
<td>8258/18</td>
</tr>
<tr>
<td>Introduction to Hospitality, Tourism, and Recreation</td>
<td>8259/36</td>
</tr>
<tr>
<td>Introduction to Interior Design</td>
<td>8255/36</td>
</tr>
<tr>
<td>Introduction to Interior Design</td>
<td>8254/18</td>
</tr>
<tr>
<td>Life Planning</td>
<td>8227/36</td>
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<tr>
<td>Life Planning</td>
<td>8226/18</td>
</tr>
<tr>
<td>Nutrition and Wellness</td>
<td>8228/18</td>
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<tr>
<td>Nutrition and Wellness</td>
<td>8229/36</td>
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## Career Cluster: Human Services

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<tr>
<th>Pathway</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Marriage and Family Therapist</td>
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<tr>
<td></td>
<td>Mental Health Counselor</td>
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<td></td>
<td>Rehabilitation Counselor</td>
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<td></td>
<td>Substance Abuse and Behavioral Disorder Counselor</td>
</tr>
<tr>
<td>Early Childhood Development and Services</td>
<td>Parent and Family Educator</td>
</tr>
<tr>
<td>Family and Community Services</td>
<td>Grief Counselor</td>
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<tr>
<td></td>
<td>Volunteer Coordinator</td>
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