Family and Consumer Sciences
Exploratory II

8260 6 weeks
8261 9 weeks
8262 12 weeks
8263 18 weeks

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Acknowledgments

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

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Course Description

Suggested Grade Level: 7

Family and Consumer Sciences Exploratory II helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities.

Note: Completer sequences and certifications do not apply.

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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<td>Set goals for individuals and families.</td>
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<td>Demonstrate ways to conserve natural resources within the family.</td>
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<td>Identify food preparation terms and equipment.</td>
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<td>Perform sequential steps in all aspects of food preparation.</td>
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<td>Plan a nutritious family meal.</td>
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<td>Demonstrate dining etiquette.</td>
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<td>Apply steps in a problem-solving/decision-making model.</td>
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<td>Manage personal resources.</td>
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<td>Evaluate forms and techniques of advertising.</td>
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<td>Analyze personal saving and spending habits.</td>
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<td>Identify consumer rights and responsibilities.</td>
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<td>Identify consumer resources.</td>
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<td>Demonstrate clothing maintenance techniques.</td>
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<td>Describe factors affecting clothing choices.</td>
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<td>Create an apparel/textile product.</td>
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<td>Demonstrate basic measurement and fitting techniques.</td>
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<td>Describe responsible behaviors in caring for children.</td>
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<td>Identify the stages of early childhood development.</td>
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<td>Identify developmentally appropriate and nutritious snacks for children.</td>
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<td>Evaluate age-appropriate activities for children.</td>
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<td>Demonstrate workplace etiquette.</td>
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<td>List management strategies for balancing family, school/work, and extracurricular activities.</td>
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<td>Demonstrate ways to be a responsible citizen.</td>
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<td>Identify career clusters and pathways that lead to Family and Consumer Science careers.</td>
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<td>Explore entrepreneurship opportunities for adolescents.</td>
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<td>Use the FCCLA planning process.</td>
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<td>Complete a national FCCLA program project and/or a state-level competitive event.</td>
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Legend: Essential Non-essential Omitted
Curriculum Framework

Understanding Human Development

Task Number 31

Describe the developmental characteristics of early adolescence.

Definition

Description should include physical, intellectual, emotional, and social changes that affect the developmental tasks of the early adolescent.

Process/Skill Questions

Thinking

- Why is it important to be aware of the changes of adolescents?
- Why do people experience developmental changes at different rates? How do these differences affect adolescents?
- What do you think are the characteristics of mature adults?
- What developmental changes can you expect in your life in the next three to five years?

Communication

- How can communication skills be affected by your attitude and behavior?
- What are some positive ways to express your emotions in a public setting?

Leadership

- What are some steps you could use to avoid peer pressure?
- How could you use this knowledge about developmental characteristics to make good choices?

Management

- What are some positive/negative outcomes of your choices and actions?
- What are the benefits of taking responsibility for your own actions?

FCCLA National Programs

FACTS: People
Task Number 32

Identify factors and conditions that influence individual and family development.

Definition

Identification should include heredity (e.g., inherited traits) and environment (e.g., acquired traits).

Process/Skill Questions

Thinking

- How can family dynamics influence school performance?
- What issues can have a positive effect on the family? What issues can have a negative effect?
- Which of your traits should you accept as they are? Why?
- Which would you like to change? Why?
- What factors influence your attitudes?
Communication

- What or who influences the way you dress, eat, or behave?
- How can positive role models influence your choices?

Leadership

- What skills do family members need to become leaders?
- What is the relationship between the changes you are experiencing and your behavior?
- What traditions and social skills contribute to respectful and healthy relationships?

Management

- Of the factors that affect human development (e.g., nutrition, exercise, gender, life experience, environment, position in the family, emotions, heredity, race, and nationality), which can you control? Which would you find the easiest to control? The most difficult? Why?
- How can each family member contribute to the family structure?

FCCLA National Programs

- Families First: Families Today
- Families First: Meet the Challenge
- Families First: You-Me-Us
- Power of One: A Better You
- Power of One: Family Ties
- 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 33

Describe factors that influence the development of self-esteem, self-concept, and personality.

Definition

Description should include

- defining *self-esteem, self-concept, personality, and self-advocacy*
- showing the relationship of
  - life experiences
  - values
  - goals
  - role models
  - education
  - family background.

Process/Skill Questions

Thinking

- How does your personality develop?
- What makes you unique?
- How does it make you unique?
- How does your self-esteem and self-concept affect your behavior?
- What factors can contribute to your sense of independence and your willingness to apply initiative in family, school, and work settings?
- How do your values affect your decisions?

Communication

- How does doing a good job affect your feelings about yourself?
- What resources are available to help you set your goals?

Leadership

- What does having independence and initiative mean in terms of behavior within the family? At school? At work? In the community?
- How does your self-esteem affect your ability as a leader?

Management

- What personal and environmental factors contribute to relationships?
- How can you advocate for yourself appropriately?
- What are some possible consequences of poor self-esteem and low self-concept?
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
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

Demonstrating Interpersonal Relationships

Task Number 34
Demonstrate examples of caring, respectful, and responsible behaviors.
Definition

Demonstration should include

- explaining ethical behavior
- following class rules
- participating in community service
- displaying acts of kindness
- using appropriate language
- playing an active and meaningful role in group projects
- taking responsibility for personal actions
- being a role model
- respectful interaction with adults
- being a productive citizen.

Process/Skill Questions

Thinking

- How can your actions and decisions affect your friendships?
- Why should you take responsibility for your actions?
- What are ethics? What is ethical behavior?

Communication

- What are some ways families can express love and caring?
- How do respectful relationships contribute to communication?

Leadership

- How do your values and beliefs affect your ability to be an effective leader?
- How do you make a meaningful contribution?
- What characteristics are evident in good role models?

Management

- What are the benefits of respectful and caring relationships?
- What family, school, and community resources are available to help people who experience trouble in their relationships?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today
Task Number 35

Demonstrate characteristics of positive relationships.

Definition

Demonstration should include

- respect
- loyalty
- empathy
- honesty
- inclusion
- trustworthiness
• caring
• tolerance
• patience
• helpfulness
• open-mindedness
• appreciation of diversity.

Process/Skill Questions

Thinking

• What are characteristics of positive relationships?
• What is the difference between sympathy and empathy?
• What are some similarities and differences in the ways males and females view friendship?
• What are some examples of stereotypes associated with adolescents?

Communication

• What criteria do you use to identify people's needs (e.g., different ages, abilities, genders, and cultures)?
• What can you learn from people who are different from you?

Leadership

• How could you change an adult's negative perception of teenagers?
• How can having and portraying positive characteristics enhance your leadership ability?

Management

• How can you create caring and respectful relationships with people of different ages, abilities, genders, and cultures?
• What are some strategies to help people of diverse groups get along?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties
Task Number 36

Create strategies for handling peer pressure.

Definition

Creation of strategies should include

- distinguishing between positive and negative peer pressure
- saying no
- accessing support systems
- incorporating positive communication skills
- identifying possible circumstances of peer pressure
- identifying preventive measures
- identifying assertive, aggressive, and passive behaviors/responses
- having positive self-esteem.

Process/Skill Questions

Thinking
• What is peer pressure?
• Can peer pressure be positive? How? Why?
• What influences the way you handle peer pressure?
• What or who are your support systems?
• How would poor self-esteem make you more vulnerable to succumbing to peer pressure?

Communication

• What strategies might be used to handle peer pressure?
• What are some similarities and differences in the ways males and females handle peer pressure?
• What resources are available to help you handle peer pressure?

Leadership

• What are some options for helping a friend who is engaged in illegal or destructive behavior?
• What attitudes, beliefs, values, skills, and knowledge can leaders use to help someone deal with negative peer pressure?

Management

• What are some strategies to help you maintain positive peer relationships?
• What are some results of being subjected to negative peer pressure?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

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 37

Use communication skills that express feelings, needs, and ideas.

Definition

Use of communication skills should include

- “I” messages
- active listening
- verbal and nonverbal communication (e.g., body language)
- open and closed-ended statements
- feedback
- conflict resolution
- follow-up.

Process/Skill Questions

Thinking

- What are some effective ways to express your feelings, needs, and ideas?
- What are the differences between verbal and nonverbal communication?
- What is gossip?
- What are the advantages of “I” messages over “you” messages?

Communication

- What are some examples of different communication techniques?
- How can you effectively offer feedback?
- What could be a consequence of poor communication?

Leadership

- What communication skills do leaders need to be effective?
- What actions should leaders take to help others use effective communication skills?
- What influences the way you handle conflict?

Management

- What strategies could be used to resolve conflict?
- What are the drawbacks and benefits of silence?
- What are the drawbacks and benefits of confrontation?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge
Task Number 38

Explain the consequences of positive and negative behaviors in communication.

Definition

Explanation could include a discussion of topics such as

- miscommunication
- bullying
- rumors/gossip
- justification of the behavior
- prejudice (e.g., gender, race, religion)
- peer pressure.

Note: Be careful with sensitive topics. It is important to set up ground rules before beginning this discussion with students.

Process/Skill Questions

Thinking
• How does having a positive attitude affect school and family interactions?
• How can miscommunication lead to conflict?

Communication

• How can stress affect communication?
• What questions help you evaluate the consequences of actions?

Leadership

• What is a leader's role in promoting positive behaviors in communication?
• Why is it important to evaluate the consequences of actions?
• How can you influence your peers to display positive communication skills?

Management

• What are the consequences of dealing or not dealing with stress in relationships?
• What can you learn about yourself through your interaction with others?

FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
STOP the Violence
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 39

Set goals for individuals and families.

Definition

Setting goals should include

- the definition of goal
- using SMART goals
- distinguishing between individual vs. collective (e.g., family, community) goals
- differences between long-term, mid-term, and short-term goals
- differences between goals and dreams
- family support of individual goals
- individual support of family goals.

Process/Skill Questions

Thinking

- Why is goal setting important?
- What is the difference between short-, mid-, and long-term goals?
- What criteria should you use in setting goals?
- What are the consequences of setting goals that are not clearly stated, not measurable, or lacking a completion date?
- What is a collective goal? How can I, as an individual, contribute meaningfully to a community goal?

Communication

- What resources are available to assist you in goal setting?
- What obstacles may keep you from reaching your goals?

Leadership

- How do goals help someone become a leader?
- What characteristics do leaders possess to help others achieve their goals?

Management

- What management skills do you need to achieve your goals?
- How can you use your current goals to obtain your future goals?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today
**Task Number 40**

**Demonstrate social etiquette.**

**Definition**

Demonstration should include

- introduction techniques
- electronic etiquette
- communication techniques.

**Process/Skill Questions**

**Thinking**

- What is etiquette, and why is it important?
- What are some examples of social etiquette?
- How do you communicate with your friends? What methods? What voice?
Communication

- How do the words you use affect how the message is received?
- How does social etiquette differ with family, friends, and peer interactions?
- How should the relationship affect how you communicate?

Leadership

- How does use of etiquette demonstrate good leadership?
- How can you lead others to use etiquette?

Management

- How does your use of etiquette affect others?
- What are the possible results of not using etiquette?

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

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Exploring Family Relationships
Task Number 41

Define *family*.

**Definition**

Definition should include

- defining *family* as a group of people who live together, or come together periodically, and are related by blood, marriage, adoption, and/or a common purpose.
- identifying types of families (e.g., nuclear, blended, single-parent, extended).

**Process/Skill Questions**

**Thinking**

- What factors affect a family’s quality of life?
- What are positive qualities of families?
- What are some challenges facing families?

**Communication**

- What influence does the media have on the expectations of families?
- What community resources are available to help families?

**Leadership**

- How does birth order in the family (oldest, middle, youngest, only child) influence family relationships?
- Why are family roles important?

**Management**

- What are some ways family members can cooperate with one another?
- What are some management tools available to families?
- What are the advantages and disadvantages of multigenerational households?

**FCCLA National Programs**

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice
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Power of One: A Better You
Power of One: Family Ties
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 42

Describe the function of the family.

Definition
Description should include

- lists of tasks
- responsibilities of family members
- factors that cause change in family roles
- functions of the family.

Process/Skill Questions

Thinking

- How does your family decide who takes care of household responsibilities?
- What factors influence the ability of a family to meet the needs of individual family members?

Communication

- What happens when family members fail to communicate with one another?
- How might technology help you manage your time, energy, resources, or relationships?
Leadership

- What is the effect on the family when a member neglects his or her responsibility?
- How does stress affect the family dynamics?

Management

- How can an individual’s management skills enhance the family?
- How can the family’s management skills affect an individual?

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

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 43

Explain ways an individual can strengthen the family unit.

Definition
Explanation should include

- sharing responsibilities
- helping prepare meals
- planning family activities
- helping with family projects
- celebrating family accomplishments
- observing family traditions
- sharing meals regularly
- respecting the feelings, ideas, and personal space of other family members
- providing emotional support for other family members (e.g., identifying resources and support available in the community).

Process/Skill Questions

Thinking

- How can you influence decisions in your family (e.g., decisions about activities, food, household rules)?
- How can celebrations and family traditions help keep a family unit strong?

Communication

- How can listening and observing help an individual discover ways to strengthen the family unit?
- What are some ways you can communicate love and caring to your family members?
- How can communication methods differ within the family unit?

Leadership

- What behaviors would help you strengthen the family unit?
- What kind of leader do you represent in your family?
- What leadership skills does the head of the household need to complete his/her responsibilities?

Management

- What resources are available to help improve conditions within the family?
- What can you do to support your family rules?

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
Maintaining Living Environments (Personal Environments)

Task Number 44

Demonstrate ways to conserve natural resources within the family.

Definition

Demonstration should include

- reduce
- reuse
- recycle.

Process/Skill Questions

Thinking

- Why is it important to conserve natural resources?
- What are some ways that you can “go green”? 
• What are some global initiatives to conserve natural resources?
• What are examples of reducing, reusing, and recycling?

Communication

• How can you encourage others to be environmentally responsible?
• What resources are available about conserving natural resources?

Leadership

• How can you model the responsible conservation of resources?
• How can individual family members conserve resources?

Management

• What are the consequences of not being environmentally responsible? Individually? Locally? Globally?
• How do the principles of reduce, reuse, recycle contribute to the environment?

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

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Repurpose and Redesign

Sustainability Challenge
Task Number 45

Maintain a clean and safe environment.

Definition

Maintenance should include

- being respectful of personal and shared property
- using sanitation and storage techniques
- using and storing equipment
- implementing safety procedures.

Process/Skill Questions

Thinking

- What are the benefits of maintaining a clean and safe environment?
- How can recycling contribute to a clean and safe environment?

Communication

- What are some strategies to encourage others to maintain a clean and safe environment?
- What are some resources needed to maintain a clean and safe environment?

Leadership

- Who is responsible for a clean and safe environment? Why?
- How can you influence peers to maintain a clean and safe environment?

Management

- What are the effects of not maintaining a clean and safe environment?
- Why is a schedule necessary to maintain a clean and safe environment?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge
Task Number 46

Organize personal space.

Definition

Organization should include

- sorting and prioritizing
- discarding or donating unnecessary items
- cleaning and sanitizing
- creating a plan for maintenance
- deciding on the function of a space
- using storage containers/aids.

Process/Skill Questions

Thinking

- How do you define your personal space?
- How do you show respect for property and space for self and others?
Communication

- What are some organizational tools?
- How do you effectively communicate when space has to be shared?

Leadership

- What are some benefits for keeping your personal space organized?
- What are some consequences for not organizing personal space?

Management

- What strategies can you use to organize your personal space?
- How does a plan for maintenance encourage organization?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

National Programs in Action

Professional Presentation

Repurpose and Redesign

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**Demonstrating Nutrition and Wellness**
Task Number 47

Explain the essential nutrients.

Definition

Explanation should include

- giving the meaning of nutrition
- identifying sources of nutrients
- identifying nutritious foods
- identifying the benefits of current U.S. Department of Agriculture (USDA) nutritional guidelines
- predicting the consequences of good nutrition and malnutrition.

Teacher resource: MyPlate

Process/Skill Questions

Thinking

- What are the macronutrients?
- How do your food choices affect your health?

Communication

- What resources are available to help in making healthy eating decisions?
- How does the media (e.g., television, social media, magazines, Internet) affect your food choices?

Leadership

- How can you encourage others to eat healthy?
- What strategies may be effective in making healthy eating decisions?

Management

- What are the consequences of not making healthy eating decisions?
- How might family practices affect your food decisions?

FCCLA National Programs

Power of One: A Better You

Student Body: The Healthy You

FCCLA: STAR Events (2019)
Check the national FCCLA portal.

National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 48

Demonstrate nutrition and wellness practices that enhance well-being.

Definition

Demonstration should include

- reviewing current USDA resources
- following current dietary guidelines
- making nutritional choices
- getting physical exercise/activity
- managing stress
- getting adequate sleep
- managing health issues (e.g., eating disorders and medical conditions)
- managing weight
- understanding the effects of technology (e.g., televisions, computers, smartphones) on health.

Process/Skill Questions

Thinking

- What are the benefits of eating breakfast every day?
- How nutrition and wellness practices related to overall health?
- How does one’s diet affect one’s long-term health?
- What are examples of healthy food substitutions (e.g., Greek yogurt instead of sour cream; low-fat milk vs. whole milk)?

Communication

- What is the purpose of dietary guidelines?
- What are some nutrition and wellness resources?

Leadership

- How can you set an example for your family and friends of healthy food choices and eating habits?
- What can you do to implement a positive wellness plan?
Management

- What skills will you need to carry out your wellness plan?
- What are the short- and long-term consequences of not following current dietary guidelines?

**FCCLA National Programs**

**Families First: Families Today**

**Power of One: A Better You**

**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](#).

**National Programs in Action**

**Nutrition and Wellness**

**Professional Presentation**

**Sports Nutrition**

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**Task Number 49**

**Identify common food allergies.**

**Definition**

Identification should include

- the foods that commonly cause allergic reactions (e.g., shellfish, fish, milk products, eggs, wheat, soy products, tree nuts, peanuts)
- the consequences of food allergies
- ways to help consumers avoid allergic reactions (e.g., provide information about foods that may cause allergic reactions; provide menu notations about any allergy-causing contents of each food offering).
Process/Skill Questions

Thinking

• What theories exist about the origins of food allergies?
• What steps can a person with food allergies take to ensure their personal safety?
• What are the typical symptoms of an allergic reaction?

Communication

• What procedures should a food service employee follow in the case of an allergic reaction?
• How can food service operations alert customers about foods that may cause allergic reactions?

Leadership

• How can a food service establishment improve preparation and service techniques to prevent allergic reactions?
• Why should food service employees know about food allergies and allergens?

Management

• What steps has the U.S. government taken to standardize warnings about food allergens?
• How have these measures affected practices in the food service industry?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

National Programs in Action

Professional Presentation
Task Number 50

Demonstrate food safety and sanitation practices.

Definition

Demonstration should include

- practicing good hygiene
- using hand-washing techniques
- using cleaning techniques
- preparation techniques
- maintaining equipment
- practicing sanitation
- food handling techniques (e.g., avoiding cross-contamination)
- observing time and temperature requirements (i.e., danger zone and internal temperatures)
- storage techniques.

Process/Skill Questions

Thinking

- Why is food safety important?
- What are some different food safety practices?

Communication

- What are some resources for food safety information?
- How can we avoid food-borne illnesses?

Leadership

- How can you demonstrate safe food-handling techniques at home and in school?

Management

- How does personal hygiene relate to safe food handling?
- How do you prevent cross-contamination?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

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Task Number 51

Demonstrate kitchen safety.

Definition

Demonstration should include

- how to use a fire extinguisher
- equipment safety (e.g., kitchen, laundry)
- following safety practices
- identifying and mitigating kitchen safety hazards.

Process/Skill Questions

Thinking

- What are examples of kitchen safety hazards?
- What does PASS stand for when operating a fire extinguisher?

Communication

- Why is communication among group members important to ensure safety?
- What are some kitchen safety resources?

Leadership

- How can you model good kitchen safety?
- How can kitchen organization contribute to safe food-handling practices?

Management

- Why is a work schedule in the kitchen important?
- Why is time management in the kitchen important?

FCCLA National Programs
Task Number 52

Identify food preparation terms and equipment.

Definition

Identification should include

- food preparation terms (e.g. cutting terms, measuring, methods of preparation)
- kitchen equipment and functions.

Process/Skill Questions

Thinking

- Why is it important to use tools correctly?
- Why are there different measuring tools?

Communication

- What are the factors to consider in using kitchen equipment?

Leadership

- What are the benefits of knowing the functions of kitchen tools?

Management

- How should you use, care for, and store kitchen equipment?

FCCLA National Programs
Task Number 53

Perform sequential steps in all aspects of food preparation.

Definition

Performance should include

- planning
- evaluating the nutritional value of a recipe
- following step-by-step directions
- measuring
- cleaning and sanitizing.

Process/Skill Questions

Thinking

- What is mise en place?
- Why is it important to read the entire recipe before you start?

Communication

- Why is teamwork important in the kitchen?
- Why is communication important while in the kitchen?

Leadership

- What are the benefits of assigning duties in the kitchen?
- How should food-preparation jobs be handled?

Management
• Why is planning essential?
• What are the consequences of not following directions?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 54

Plan a nutritious family meal.

Definition

Planning should include

• following directions
• identifying equipment and ingredients
• resource management (e.g., shopping list, budget)
• analyzing food labels for nutritional content
• identifying safety and sanitation measures
• working cooperatively.

Process/Skill Questions

Thinking

• Why is it important to read and understand food labels?
• What steps do you use to prepare nutritious food?

Communication

• What resources are available for determining the nutritional value of foods?
• Why is food presentation important?
Leadership

- What responsibility can you take for choosing healthy foods?
- What is the importance of working cooperatively to prepare nutritious food?

Management

- Who is responsible for ensuring that safety and sanitation practices are followed?
- Who is responsible for making sure that the supplies are available?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 55

Demonstrate dining etiquette.

Definition

Demonstration should include

- restaurant etiquette
• table manners
• table setting and serving
• communication techniques.

Process/Skill Questions

Thinking

• When would you practice formal dining etiquette?
• Why is dining etiquette important?

Communication

• What resources are available for good dining etiquette?
• How can your table behavior/manners influence how you are perceived by others?

Leadership

• How can you be a role model for good dining etiquette?

Management

• What would mealtime be like if there was no dining etiquette?
• How does dining etiquette differ in various situations (e.g., other countries)?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

National Programs in Action

Professional Presentation

Using Consumer and Family Resources
Task Number 56

Apply steps in a problem-solving/decision-making model.

Definition

Application should include the elements of the REASON model:

- Recognize the problem.
- Evaluate information needed to solve the problem.
- Analyze choices and consequences.
- Select the best choice.
- Outline and implement a plan for action.
- Note the results of your actions.

Process/Skill Questions

Thinking

- Why is it important to think carefully about your decisions as a consumer?
- What factors might influence your attitudes and beliefs about problem-solving and decision-making?

Communication

- What are the resources available to assist you in solving problems?
- How can your behavior or attitude affect your problem-solving process?

Leadership

- What leadership techniques help individuals and groups use practical reasoning, problem-solving, and decision-making to devise solutions?
- How can you improve your practical reasoning, problem-solving, and decision-making skills?

Management

- How do you evaluate the success of a solution?
- What are the consequences for not following the problem-solving/decision-making process?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You
Task Number 57

Manage personal resources.

Definition

Management should include:

- Human resources (e.g., talents, skills, health, energy, time)
- Nonhuman resources (e.g., money, material possessions, community resources and facilities)

Process/Skill Questions

Thinking

- How can available resources help you reach your goals?
- What are your personal resources?
- Why is it important to manage your personal resources?
- What different approaches could you take to manage your personal resources?
- Why is it important to think before you use your personal resources?

Communication

- Why is it important to be aware of how you spend your time?
- What is the role of technology in managing personal resources?
- Why is it important to make others aware of your goals?

Leadership
• What are the consequences of using your resources to their full potential? Not using them to their full potential?
• How can you encourage others to manage their personal resources?
• How can you encourage others to set goals?

Management

• What management skills do you need to set priorities at work, at school, and at home?
• What support systems are available to help you manage your personal resources?
• What management strategies could help you become more independent?
• What strategies could you use to achieve your goals?

FCCLA National Programs

Career Connection: My Skills

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better 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 58

Evaluate forms and techniques of advertising.
Definition

Evaluation could include advertising found in

- magazines
- television
- radio
- digital and social media
- movies
- flyers
- brochures
- clothing.

Evaluation could include techniques such as

- testimonial
- endorsement
- word of mouth
- emotional
- sex appeal
- bandwagon.

Process/Skill Questions

Thinking

- How do ads persuade people to make purchases?
- What are the effects of advertising on our economy?

Communication

- What are some different types of advertising? What makes them successful?
- What are some resources for product information?
- Why do you remember advertising slogans?

Leadership

- What influences the layout of a store?
- How does advertising target different audiences for a product or service?

Management

- What are the consequences of believing everything you see, read, or hear with regard to advertising?
- What questions can you ask yourself before purchasing?

FCCLA National Programs

Families First: Families Today
Task Number 59

Analyze personal saving and spending habits.

Definition

Analysis should include completing a personal saving and spending plan.

Process/Skill Questions

Thinking

- What is a spending plan?
- Why is it important to have a spending plan?
- What are different types of personal savings?
- What is the value of saving money?

Communication

- What resources are available to develop and manage a spending plan?
- Why is it important to manage your money?
- Why is important to be intentional with your savings accounts and spending money?

Leadership

- Who are role models in sound money management?
- What strategies could you use in your personal spending plan?

Management

- Why is it important to keep track of your income and expenses?
• Why is it important to have financial goals in middle school?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

FCCLA: STAR Events (2019)

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National Programs in Action

Professional Presentation

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Task Number 60

Identify consumer rights and responsibilities.

Definition

Identification of consumer rights should include:

• the right to safety
• the right to be informed
• the right to choose among products and services
• the right to be heard when dissatisfied
• the right to redress
• the right to consumer education.

Identification of consumer responsibilities should include

• safeguarding personal information
• choosing safe products
• using products as intended
• using shopping etiquette
• shopping where you have choices
• keeping receipts and related paperwork
• returning flawed or recalled items.

Process/Skill Questions

Thinking

• What are your consumer rights?
• What is the purpose of consumer rights?
• Why is it important to safeguard your personal information?
• Why is it important to compare products and services before purchasing?
• What are the benefits of saving your receipts?

Communication

• What are some qualities of a good consumer?
• How are online reviews helpful in making consumer choices?
• What are some resources available about consumer rights?

Leadership

• What can you do to improve your skills as a consumer?
• Why is it important to follow and know store policies (e.g., returns and exchanges)?
• How do your consumer rights relate to your personal resources and spending?

Management

• What records should be maintained for your purchases?
• What can you do if you have a recalled or damaged item?
• Who is responsible for ensuring consumer rights?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 61

Identify consumer resources.

Definition

Identification should include

- consumer protection agencies (i.e., Virginia Department of Agriculture and Consumer Services (VDACS), Food and Drug Administration [FDA], Consumer Product Safety Commission [CPSC], Consumer Financial Protection Bureau [CFPB], and the Federal Trade Commission [FTC])
- online government publications (i.e., www.pueblo.gsa.gov)

Process/Skill Questions

Thinking

- What is a consumer?
- Why is it important to know where to find the information on consumer affairs?
- In the state of Virginia, what agency handles formal consumer complaints?
- How do coupons/savings clubs benefit consumers?

Communication

- How can you locate reliable sources of information?
- Where can you find the steps for making a consumer complaint?
- Why is it important to put formal consumer complaints in writing?
- How can local media influence the resolution of consumer complaints?

Leadership

- What are some first steps to take when you might have a consumer complaint?
- How can you inform other consumers of your experiences?
Management

- What are some linkages between consumer responsibilities and the resolution of complaints?
- When might you make a formal consumer complaint to a government agency?

FCCLA National Programs

Families First: Families Today

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

FCCLA: STAR Events (2019)

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Interpersonal Communications

National Programs in Action

Professional Presentation

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Developing Textile, Fashion, and Apparel Concepts

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Task Number 62

Demonstrate clothing maintenance techniques.

Definition

Demonstration should include, but not be limited to

- sewing on a button
• mending
• repairing a hem
• using laundry techniques
• using storage techniques.

Process/Skill Questions

Thinking

• Why is it important to practice clothing care and management?
• What are some consequences of poor clothing care?
• When might it be wise to choose an outside source for clothing care?

Communication

• What information is provided on clothing labels?
• What resources are available to learn about clothing repair and maintenance techniques?

Leadership

• Whose job is it to manage your clothing?
• How can you share with others the importance of clothing care?

Management

• What are the steps and processes to care for clothing?
• What are the steps for doing laundry?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Professional Presentation

Task Number 63

Describe factors affecting clothing choices.

Definition
Description should include

- versatility
- pricing and promotions
- shopping options (e.g., brick and mortar vs. virtual stores, thrift stores)
- accessible fashion (e.g., disability considerations)
- wardrobe planning
- personal inventory considerations
- fiber and care label instructions
- dress code
- current trends (e.g., technology).

Process/Skill Questions

Thinking

- Why is it important to think carefully about clothing purchases?
- How do current societal trends affect clothing choices or purchases?
- What would it be like if clothing had no labels?
- How do different fibers perform and feel?

Communication

- How is label information helpful when purchasing clothing?
- What resources are available in wardrobe planning?

Leadership

- Who is responsible for your clothing choices?
- How do you make appropriate clothing choices for a variety of social settings?

Management

- What factors affect the cost of clothing?
- Why is it important to keep an inventory of your clothes?
- What factors do you consider when purchasing clothes?
- What are the consequences of not caring for clothing properly?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Spending

Power of One: A Better You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

Task Number 64

Create an apparel/textile product.

Definition

Creation should include

- identifying machine parts and/or sewing tools
- designing or planning the product
- using hand sewing
- using sewing machines and tools safely
- incorporating basic hand stitches (e.g., baste, slip stitch, blanket stitch)
- providing a makerspace area for students to collaborate and create products using a variety of maker equipment (e.g., 3D printers, sewing machines).

Process/Skill Questions

Thinking

- How do you know which hand stitch is appropriate for the project?
- What are the parts of a sewing machine?
- What are some different basic stitches?
- What are some sewing tools?

Communication

- What resources are available for sewing project ideas?
- Why is it important to read and follow directions for a sewing project?

Leadership

- Why is it important to maintain a clean and safe work area?
- How can you share with others how to properly hand stitch?

Management
How can you practice safety when using sewing equipment?
What consequences can occur if textile tools are not used correctly and safely?
What are the benefits of being able to create a sewing project?

FCCLA National Programs

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Repurpose and Redesign

Task Number 65

Demonstrate basic measurement and fitting techniques.

Definition

Demonstration should include measurement of all applicable body dimensions, assessment of figure type, and an apparel fitting based on this information.

Process/Skill Questions

Thinking

- What are the outcomes of measuring and fitting with accuracy? Without accuracy?
- What is the process for assessing a customer’s figure type?

Communication

- How do we communicate with the customer regarding the importance of measurement, assessment of figure type, and fitting techniques in garment construction?
- What questions do we need to ask to ensure accurate measurement and fitting techniques in garment construction?

Leadership

- Who sets the standards for measurement and fitting techniques in garment construction?
- During the fitting stages, how might a garment producer direct a customer toward a more flattering garment?

Management
• What skills are required for demonstrating measurement and fitting techniques in garment construction? What would be involved in training an employee in measurement and fitting techniques?
• What resources are available to help managers keep abreast of state-of-the-art equipment and techniques for measurement and fitting?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Professional Presentation

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Developing Education and Early Childhood Concepts

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Task Number 66

Describe responsible behaviors in caring for children.

Definition

Description should include

• practicing child safety (e.g., playground, home, understanding factors that contribute to SIDS [sudden infant death syndrome], lead poisoning, and shaken baby syndrome)
• using appropriate interaction with children
• being reliable
• selecting appropriate electronic media
• following parent/guardian instructions
• feeding the child as instructed, with emphasis on special dietary needs and schedule.

Process/Skill Questions

Thinking
• What are some characteristics of a good babysitter or childcare provider?
• What are some possible safety concerns for young children?
• Why is it important to safeguard young children from inappropriate activities?

Communication

• Where can you obtain information about babysitting training?
• What resources are available about babysitting?

Leadership

• Who is responsible for choosing appropriate activities?
• Why is it important to know emergency contact information?

Management

• How do you choose safe age- and developmentally appropriate toys and books?
• How do you determine your babysitting or childcare fee?

FCCLA National Programs

Career Connection: My Skills

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Event Management

Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation

Teach and Train
Task Number 67

Identify the stages of early childhood development.

Definition

Identification should include

- infant
- toddler
- preschooler
- school age
- adolescent.

Process/Skill Questions

Thinking

- What are the stages of early childhood development?
- Why is play an important part of a child's development?

Communication

- How are communication skills different for each stage of childhood development?
- What are some resources available about early childhood development?

Leadership

- Why is it important to use different management/behavior strategies when dealing with children?
- Why is it important to understand emergency procedures while babysitting?

Management

- What are the consequences of not recognizing the different developmental stages?
- What are known safety hazards for each developmental stage?

FCCLA National Programs

Career Connection: My Skills

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us
Financial Fitness: Earning

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Event Management

Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation

Teach and Train

Task Number 68

Identify developmentally appropriate and nutritious snacks for children.

Definition

Identification should include

- choosing appropriate foods
- using safety and sanitation procedures
- planning a simple, fun, and creative snack
- evaluating snack choices for nutritional quality
- having an awareness of food allergies.

Process/Skill Questions

Thinking

- What are some examples of nutritious snacks for children of different ages?
Why is it important to break down larger pieces of food for children?
What foods can present a choking hazard?

Communication

Why is it important to consider food allergies?
Who can you contact in case of an emergency?

Leadership

Why is it important to practice safety and sanitation?
How can you share the importance of feeding children developmentally appropriate food with others?

Management

Why are some foods not appropriate for children of different ages?
At what age range do babies typically begin eating solid foods?

FCCLA National Programs

Career Connection: My Skills
Families First: Families Today
Power of One: A Better You
Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Event Management

Focus on Children
Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 69
Evaluate age-appropriate activities for children.

Definition

Evaluation should include

- practicing reading and presentation skills
- engaging in interactive activities
- choosing safe age- and developmentally appropriate toys, books, games, and crafts
- assembling a babysitter’s kit.

Process/Skill Questions

Thinking

- What are some good storytelling techniques?
- Why is it important to read to children?
- Why is it important for children to play?
- What are some age-appropriate activities for children based on their developmental stage?

Communication

- What resources are available to help select age-appropriate activities?
- How can storytelling and play benefit children?

Leadership

- How can you engage children in age-appropriate activities?
- What opportunities do you have in the community to participate in caring for younger children?

Management

- Who is responsible for choosing age-appropriate activities for children?
- What are the benefits of good storytelling techniques?
- What are some age-appropriate items you would include in your babysitter’s kit?

FCCLA National Programs

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Parent Practice
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)
Chapter Service Project Display
Chapter Service Project Portfolio
Check the national FCCLA portal.

Event Management

Focus on Children

Interpersonal Communications

Professional Presentation

Teach and Train

Exploring Career, Community, and Family Connections

Task Number 70

Demonstrate workplace etiquette.

Definition

Demonstration should include

- electronic etiquette
- professional dress
- communication techniques
• socialization (e.g., bullying, harassment).

Process/Skill Questions

Thinking

• What is workplace etiquette, and why is it important?
• What are some examples of workplace etiquette?

Communication

• What resources can you use to learn about workplace etiquette?
• How can you determine which type of workplace etiquette is suitable for the occasion?

Leadership

• How does the use of workplace etiquette demonstrate good leadership?
• How can you lead peers to use workplace etiquette?

Management

• What are the possible consequences of not using workplace etiquette?

FCCLA National Programs

Career Connection: My Skills

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 71
List management strategies for balancing family, school/work, and extracurricular activities.

Definition
Listing should include

• planning tools
• use of time
• prioritization of family and social responsibilities
• decision-making
• honoring commitments
• ways to handle stress
• health and safety issues
• conflict resolution
• family and social values.

Process/Skill Questions

Thinking

• What are some examples of school, family, and social roles?
• Why should you be concerned about balancing school, family, and social roles?

Communication

• How can the importance of balancing school, family, and social roles be communicated to others?
• What resources are available for people who have trouble balancing roles?

Leadership

• What leadership skills are needed to balance family, school, and social roles?
• What can you do to help family members or friends whose roles seem out of balance?
• How does not honoring a commitment affect relationships at home or school?

Management

• How do you balance your school, family, and social responsibilities?
• What influences your ability to balance multiple roles?

FCCLA National Programs

Career Connection: My Life

Career Connection: My Skills

Families First: Balancing Family and Career
Task Number 72

Demonstrate ways to be a responsible citizen.

Definition

Demonstration may include

- showing respect for people, property, and self
- participating in volunteer and community service opportunities
- participating in school-related activities.

Process/Skill Questions
Thinking
- What are some characteristics of a responsible citizen?
- How could you be a more responsible citizen?

Communication
- Where can you find information about volunteer and community service activities?
- How can you promote participation in school-related activities?

Leadership
- How does participating in school activities build leadership skills?
- How can you encourage others to be more productive citizens?

Management
- What are the consequences of being a responsible citizen?
- What are the consequences of not being a responsible citizen?

FCCLA National Programs
Community Service: Lead
Community Service: Learn
Community Service: Serve
Families First: Families Today
Power of One: A Better You
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Chapter Service Project Portfolio
Check the national FCCLA portal.
Task Number 73

Identify career clusters and pathways that lead to Family and Consumer Science careers.

Definition

Identification should include

- Arts, A/V Technology and Communications
  - Performing Arts
  - Audio-Video Communications Technology
  - Visual Arts
  - Broadcasting, Film, and Journalism
  - Printing Technology
  - Telecommunications
- Education and Training
  - Administration and Administrative Support
  - Professional Support Services
  - Teaching and Training
- Hospitality and Tourism
  - Lodging
  - Restaurant and Food and Beverage Services
  - Recreation, Amusement and Attractions
  - Travel and Tourism
- Human Services
  - Consumer Services
  - Early Childhood Development and Services
  - Counseling and Mental Health Services
  - Family and Community Services
  - Personal Care Services
- Marketing, Sales, and Service
  - E-Marketing
  - Management and Entrepreneurship
  - Professional Sales and Marketing
  - Buying and Merchandising
  - Marketing Communications and Promotion
  - Marketing Information Management and Research
  - Distribution and Logistics

Process/Skill Questions

Thinking

- What types of jobs are available in your community?
- What are some examples of traditional and nontraditional careers in Family and Consumer Science?
- What career clusters relate to my intended career?

Communication

- What resources are available about Family and Consumer Science careers?
- How can you find information about Family and Consumer Science careers?

Leadership

- What methods can be used to gain experience and knowledge about different Family and Consumer Science careers?
- Where can you seek guidance for becoming involved in work-based learning opportunities? (e.g., job shadowing, mentoring)

Management

- What are the benefits of career planning?
- How can early career exploration help you choose and plan your future?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.
Task Number 74

Explore entrepreneurship opportunities for adolescents.

Definition

Exploration could include

- lawn maintenance
- walking dogs/pet sitting
- babysitting
- washing cars
- shoveling snow
- running errands
- using personal talents and skills.

Process/Skill Questions

Thinking

- What is entrepreneurship?
- What are some characteristics of a successful entrepreneur?

Communication

- What are some appropriate marketing strategies to promote your service?
- What safety precautions should you take when marketing your services?

Leadership

- How do you develop a plan to become an entrepreneur?
- What are some benefits of becoming an entrepreneur?

Management

- What management skills are needed to own your own business?
- Why is it important to manage your resources when running a business?
Developing Leadership Skills

Task Number 75

Use the FCCLA planning process.

Definition
The **FCCLA planning process** steps are

- identify concerns
- set a goal
- form a plan
- act
- follow up.

### Process/Skill Questions

#### Thinking

- What is the FCCLA planning process?
- When should you use the FCCLA planning process?

#### Communication

- What resources are available about the FCCLA planning process?
- What is the importance of follow-up?

#### Leadership

- What skills do you need to develop your action plan?
- How can you persuade or motivate others to participate in your action plan?

#### Management

- Why is the FCCLA planning process a useful tool?
- Where can you locate the FCCLA planning process?

### FCCLA National Programs

**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**

### FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

### National Programs in Action
Professional Presentation

Task Number 76

Complete a national FCCLA program project and/or a state-level competitive event.

Definition

Completion of a National FCCLA program project and/or a state-level competitive event should include

- national projects (e.g., Career Connection, FACTS, Financial Fitness, Power of One, Community Service, Families First, Student Body, STOP the Violence)
- state-level competitive events and the registration process.

Process/Skill Questions

Thinking

- What are the benefits of completing a National FCCLA program or state-level competitive event?
- What is the first step in getting started?

Communication

- What resources are available regarding FCCLA program projects at the state and national level?
- How do FCCLA programs enhance Family and Consumer Science courses?
- What business leader in my community can support me in my competitive event goal?

Leadership

- How can you encourage your peers to become involved in FCCLA?
- How can you promote FCCLA within your school and community?

Management

- What resources are available to you to complete your project?
- How can you use your resources to complete the project?

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

Chapter Service Project Display

Chapter Service Project Portfolio

Chapter in Review Display

Chapter in Review Portfolio

Check the national [FCCLA portal](#).

Entrepreneurship

Event Management

Focus on Children

Food Innovations

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Professional Presentation

Promote and Publicize FCCLA!

Public Policy Advocate

Repurpose and Redesign

Sports Nutrition

Sustainability Challenge

Teach and Train
# SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>31</td>
<td>Describe the developmental characteristics of early adolescence.</td>
<td>English: 8.6</td>
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<tr>
<td>32</td>
<td>Identify factors and conditions that influence individual and family development.</td>
<td>English: 8.6</td>
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<tr>
<td>33</td>
<td>Describe factors that influence the development of self-esteem, self-concept, and personality.</td>
<td>English: 8.4, 8.6</td>
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<td>34</td>
<td>Demonstrate examples of caring, respectful, and responsible behaviors.</td>
<td>English: 8.6</td>
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<td>35</td>
<td>Demonstrate characteristics of positive relationships.</td>
<td>English: 8.6</td>
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<td>36</td>
<td>Create strategies for handling peer pressure.</td>
<td>English: 8.6</td>
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<tr>
<td>37</td>
<td>Use communication skills that express feelings, needs, and ideas.</td>
<td>English: 8.2, 8.6</td>
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<tr>
<td>38</td>
<td>Explain the consequences of positive and negative behaviors in communication.</td>
<td>English: 8.6</td>
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<tr>
<td>39</td>
<td>Set goals for individuals and families.</td>
<td>English: 8.4, 8.6</td>
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<tr>
<td>40</td>
<td>Demonstrate social etiquette.</td>
<td></td>
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<tr>
<td>41</td>
<td>Define family.</td>
<td>English: 8.4, 8.6</td>
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<tr>
<td>42</td>
<td>Describe the function of the family.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>43</td>
<td>Explain ways an individual can strengthen the family unit.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate ways to conserve natural resources within the family.</td>
<td>History and Social Science: VUS.14, WG.4, WG.16, WG.17, WHII.14</td>
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<tr>
<td>45</td>
<td>Maintain a clean and safe environment.</td>
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<td>46</td>
<td>Organize personal space.</td>
<td>English: 8.2, 8.6</td>
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<td>47</td>
<td>Explain the essential nutrients.</td>
<td>English: 8.6</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: VUS.13, VUS.14</td>
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<tr>
<td>48</td>
<td>Demonstrate nutrition and wellness practices that enhance well-being.</td>
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<tr>
<td>49</td>
<td>Identify common food allergies.</td>
<td>English: 8.4, 8.6</td>
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<tr>
<td>50</td>
<td>Demonstrate food safety and sanitation practices.</td>
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<tr>
<td>51</td>
<td>Demonstrate kitchen safety.</td>
<td>English: 8.4</td>
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<tr>
<td>52</td>
<td>Identify food preparation terms and equipment.</td>
<td>English: 8.4, 8.6</td>
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<tr>
<td>53</td>
<td>Perform sequential steps in all aspects of food preparation.</td>
<td>English: 8.6, 8.9</td>
</tr>
<tr>
<td>54</td>
<td>Plan a nutritious family meal.</td>
<td>English: 8.6, 8.9</td>
</tr>
<tr>
<td>55</td>
<td>Demonstrate dining etiquette.</td>
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</tr>
<tr>
<td>56</td>
<td>Apply steps in a problem-solving/decision-making model.</td>
<td>English: 8.6, 8.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science: LS.1</td>
</tr>
<tr>
<td>57</td>
<td>Manage personal resources.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Evaluate forms and techniques of advertising.</td>
<td>English: 8.6, 8.9</td>
</tr>
<tr>
<td>59</td>
<td>Analyze personal saving and spending habits.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics: 7.2</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Grade Levels</td>
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<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>60</td>
<td>Identify consumer rights and responsibilities.</td>
<td>English: 8.4, 8.6</td>
</tr>
<tr>
<td>61</td>
<td>Identify consumer resources.</td>
<td>English: 8.6, 8.9</td>
</tr>
<tr>
<td>62</td>
<td>Demonstrate clothing maintenance techniques.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>63</td>
<td>Describe factors affecting clothing choices.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>64</td>
<td>Create an apparel/textile product.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>65</td>
<td>Demonstrate basic measurement and fitting techniques.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>66</td>
<td>Describe responsible behaviors in caring for children.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>67</td>
<td>Identify the stages of early childhood development.</td>
<td>English: 8.4, 8.6, 8.9</td>
</tr>
<tr>
<td>68</td>
<td>Identify developmentally appropriate and nutritious snacks for children.</td>
<td>English: 8.6</td>
</tr>
<tr>
<td>69</td>
<td>Evaluate age-appropriate activities for children.</td>
<td>English: 8.1, 8.2, 8.4, 8.6</td>
</tr>
<tr>
<td>70</td>
<td>Demonstrate workplace etiquette.</td>
<td>English: 8.4, 8.6, 8.9</td>
</tr>
<tr>
<td>71</td>
<td>List management strategies for balancing family, school/work, and extracurricular activities.</td>
<td>English: 8.4, 8.6, 8.9</td>
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<td>Demonstrate ways to be a responsible citizen.</td>
<td>History and Social Science: GOVT.16, VUS.13, VUS.14</td>
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<td>Identify career clusters and pathways that lead to Family and Consumer Science careers.</td>
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<tr>
<td>74</td>
<td>Explore entrepreneurship opportunities for adolescents.</td>
<td>English: 8.6, 8.9</td>
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<tr>
<td>75</td>
<td>Use the FCCLA planning process.</td>
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<td>76</td>
<td>Complete a national FCCLA program project and/or a state-level competitive event.</td>
<td>English: 8.6</td>
</tr>
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</table>
## Appendix: Career Cluster Information

### Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Consumer Services</td>
<td>Consumer Advocate&lt;br&gt;Debt Counselor</td>
</tr>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Career Counselor&lt;br&gt;Dietitian, Nutritionist&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Educational/School Counselor&lt;br&gt;Health Educator&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Nutritional Counselor&lt;br&gt;Volunteer Coordinator</td>
</tr>
<tr>
<td>Early Childhood Development and Services</td>
<td>Child Care Worker&lt;br&gt;Elementary School Teacher&lt;br&gt;Nanny</td>
</tr>
<tr>
<td>Family and Community Services</td>
<td>Medical, Public Health Social Worker&lt;br&gt;Personal</td>
</tr>
<tr>
<td></td>
<td>and Home Care Aide&lt;br&gt;Rehabilitation Counselor&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Social and Community Service Manager&lt;br&gt;Volunteer</td>
</tr>
<tr>
<td></td>
<td>Coordinator</td>
</tr>
<tr>
<td>Personal Care Services</td>
<td>Personal and Home Care Aide</td>
</tr>
</tbody>
</table>