GRADS: Family Focus

8278/36 weeks

8277/18 weeks

Table of Contents

Acknowledgments .......................................................................................................................... 1
Course Description ......................................................................................................................... 2
Task Essentials Table ..................................................................................................................... 2
Curriculum Framework ................................................................................................................ 4
Balancing Work and Family ......................................................................................................... 5
Creating and Maintaining Healthy Relationships ......................................................................... 18
Developing Self-Esteem ............................................................................................................... 32
Using Effective Communication Skills ....................................................................................... 37
Promoting Wellness and Prenatal Care ....................................................................................... 43
Evaluating the Cost of Parenthood .............................................................................................. 63
Adjusting to Parenthood ............................................................................................................. 67
Understanding Child Development .............................................................................................. 73
Providing Childcare ..................................................................................................................... 79
Managing Family Relationships .................................................................................................. 90
Exploring Careers ....................................................................................................................... 102
Applying Employability Skills .................................................................................................... 109
Managing Economic Resources and Expenditures ..................................................................... 115
SOL Correlation by Task ............................................................................................................. 124
Appendix: Credentials, Course Sequences, and Career Cluster Information ............................... 129

Acknowledgments

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

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- Dee Harris, Instructor, T.C. Williams High School, Alexandria City Public Schools
- Laura Mettler, Instructor, Tallwood High School, Virginia Beach City Public Schools
- Emily O’Connor, CDA Professional Development Specialist, TC Certified Trainer, Council for Professional Recognition, Washington, D.C.
Pregnant and parenting adolescents enrolled in the Graduation, Reality, and Dual-Role Skills Program (GRADS), with a family focus, will complete graduation requirements, build employment skills, and receive parenting and life-management skills to improve quality of life for themselves and their child. Content includes self-esteem, communication skills, and interpersonal relationships. In addition, the course includes instruction on pre- and postnatal care, wellness, and child development. Students will focus on evaluating the cost of parenthood and childcare, as well as balancing work and family and managing economic resources. Emphasis is placed on exploring careers and acquiring employability skills.

Note: GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus may be offered as a complement to an existing concentration sequence in any Career Cluster. In some instances, where noted, it may be combined with specific courses to create concentration sequences.

Task Essentials Table

- 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.
<table>
<thead>
<tr>
<th>8278 36 wk.</th>
<th>8277 18 wk.</th>
<th>Task/Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Balancing Work and Family</strong></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Describe concerns of working parents.</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>Examine the effects of work stress on the family.</td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>Analyze the balance of work and family life.</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>Compare how families affect work life and how work life affects families.</td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>Identify management strategies for balancing work and family roles.</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>Analyze the interrelationship of individual and family goals and principles to work goals and principles.</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>Summarize ways social, economic, and technological changes influence work and family dynamics.</td>
</tr>
<tr>
<td>46</td>
<td></td>
<td>Develop strategies for sharing responsibilities to manage family and work.</td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>Apply problem-solving processes to individual and family problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Creating and Maintaining Healthy Relationships</strong></td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Describe caring, respectful, and responsible relationships.</td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>Identify strategies for establishing and maintaining friendships.</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>List characteristics of healthy and unhealthy dating relationships.</td>
</tr>
<tr>
<td>51</td>
<td></td>
<td>Analyze factors contributing to a successful marriage.</td>
</tr>
<tr>
<td>52</td>
<td></td>
<td>Describe characteristics of healthy families.</td>
</tr>
<tr>
<td>53</td>
<td></td>
<td>Describe the significance of caring, respectful, and responsible relationships.</td>
</tr>
<tr>
<td>54</td>
<td></td>
<td>Identify ways to relate to people of different ages, abilities, genders, and cultures.</td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>Identify conflict-resolution strategies.</td>
</tr>
<tr>
<td>56</td>
<td></td>
<td>Practice conflict resolution.</td>
</tr>
<tr>
<td>57</td>
<td></td>
<td>Explain the effect of personal standards and codes of conduct on interpersonal relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Developing Self-Esteem</strong></td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>Define self-esteem.</td>
</tr>
<tr>
<td>59</td>
<td></td>
<td>Create a plan to achieve personal goals.</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Develop a personal time management plan.</td>
</tr>
<tr>
<td>61</td>
<td></td>
<td>Analyze the effects of adolescent pregnancy on self-esteem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Using Effective Communication Skills</strong></td>
</tr>
<tr>
<td>62</td>
<td></td>
<td>Analyze communication skills and patterns.</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td>Identify factors that affect family communication.</td>
</tr>
<tr>
<td>64</td>
<td></td>
<td>Develop strategies for improving communication.</td>
</tr>
<tr>
<td>65</td>
<td></td>
<td>Demonstrate assertiveness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Promoting Wellness and Prenatal Care</strong></td>
</tr>
<tr>
<td>66</td>
<td></td>
<td>Describe the early signs of pregnancy.</td>
</tr>
<tr>
<td>67</td>
<td></td>
<td>Describe prenatal development.</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td>Develop a plan to meet nutritional needs of pregnant adolescents.</td>
</tr>
<tr>
<td>69</td>
<td></td>
<td>Describe genetic influences on the fetus.</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>Investigate effects of harmful substances and environmental chemicals on the unborn child.</td>
</tr>
<tr>
<td>71</td>
<td></td>
<td>Analyze effects of sexually transmitted infections (STI).</td>
</tr>
<tr>
<td>72</td>
<td></td>
<td>Develop an exercise plan for pregnant adolescents.</td>
</tr>
<tr>
<td>73</td>
<td></td>
<td>Evaluate emotional needs of the pregnant adolescent.</td>
</tr>
<tr>
<td>74</td>
<td></td>
<td>Identify discomforts and possible complications during pregnancy.</td>
</tr>
<tr>
<td>75</td>
<td></td>
<td>Evaluate newborn feeding options and support systems.</td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>Describe the processes of labor and delivery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Promoting Postnatal Care</strong></td>
</tr>
<tr>
<td>77</td>
<td></td>
<td>Describe postpartum care.</td>
</tr>
<tr>
<td>78</td>
<td></td>
<td>Demonstrate the care of a newborn.</td>
</tr>
<tr>
<td>79</td>
<td></td>
<td>Examine decisions related to sexual activity following pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Evaluating the Cost of Parenthood</strong></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td>Estimate financial costs of parenthood.</td>
</tr>
</tbody>
</table>
81 ☐ ☐ Analyze legal issues related to parenthood.
82 ☐ ☐ Analyze community programs and resources that offer health care or financial assistance.

### Adjusting to Parenthood
83 ☐ ☐ Examine attitudes and expectations related to parenthood.
84 ☐ ☐ Examine parental roles, rights, and responsibilities.
85 ☐ ☐ Assess stresses related to adolescent parenthood.
86 ☐ ☐ Apply coping strategies to stressful situations.

### Understanding Child Development
87 ☐ ☐ Describe the parental role in overall child development.
88 ☐ ☐ Examine growth and developmental needs of children from birth to one year of age.
89 ☐ ☐ Examine growth and developmental needs of children from one to three years of age.
90 ☐ ☐ Examine growth and developmental needs of preschool children.

### Providing Childcare
91 ☐ ☐ Plan meals for infants, toddlers, and preschoolers.
92 ☐ ☐ Evaluate children’s hygiene needs.
93 ☐ ☐ Analyze safety practices and hazards.
94 ☐ ☐ Research the effects of media and technology on children.
95 ☐ ☐ Demonstrate basic first aid and CPR techniques or procedures.
96 ☐ ☐ Examine health and wellness considerations for infants through preschoolers.
97 ☐ ☐ Evaluate childcare services.

### Managing Family Relationships
98 ☐ ☐ Explain the need to foster self-worth in a child.
99 ☐ ☐ Model effective communication skills to use with children.
100 ☐ ☐ Examine age-appropriate discipline.
101 ☐ ☐ Identify strategies to manage sibling rivalry.
102 ☐ ☐ Analyze stresses that affect families.
103 ☐ ☐ Examine issues related to child abuse and neglect.
104 ☐ ☐ Investigate family legal issues.
105 ☐ ☐ Identify community-based programs and resources that support family and child well-being.

### Exploring Careers
106 ☐ ☐ Assess work needs and values.
107 ☐ ☐ Examine equitable roles, rights, and responsibilities in the workplace.
108 ☐ ☐ Assess career interests and skills.
109 ☐ ☐ Investigate career options.
110 ☐ ☐ Develop a career plan.

### Applying Employability Skills
111 ☐ ☐ Interpret results of a career assessment.
112 ☐ ☐ Develop a job search plan.
113 ☐ ☐ Apply communication skills to employment search.
114 ☐ ☐ Demonstrate interview skills.

### Managing Economic Resources and Expenditures
115 ☐ ☐ Outline costs and benefits associated with employment.
116 ☐ ☐ Develop a personal income and expense plan.
117 ☐ ☐ Evaluate use of credit.
118 ☐ ☐ Examine the services provided by financial institutions.
119 ☐ ☐ Evaluate types of insurance.
120 ☐ ☐ Research programs and services offered by public assistance agencies.

Legend: ☐ Essential ☐ Non-essential ☐ Omitted

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**Curriculum Framework**
Balancing Work and Family

Task Number 39

Describe concerns of working parents.

Definition
Description should address

- childcare
- latchkey children
- work schedules
- transportation
- guilt issues.

Process/Skill Questions
Thinking

- How can you tell when one area of your life is demanding too much of your attention, while other areas are getting shortchanged?
- What happens when someone spends every spare moment at work?
- What are the signs that you need to spend some time just for you?
- What might cause you to feel guilty in your role as a working parent?

Communication

- How can a busy parent say no to requests from others?
- What communication patterns are essential if you have latchkey children?

Leadership

- How can you assess your needs and decide what is important to you?
- How can parents assess various childcare options?

Management

- How do you make room in your life for what is important?
- How can you balance your work schedule with your responsibilities as a parent?

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Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
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- Working on Working
- Take the Lead
• Speak out for FCCLA

**Competitive Event--STAR Events**

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
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• Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

15.3 Evaluate external support systems that provide services for parents.

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**Task Number 40**

**Examine the effects of work stress on the family.**

**Definition**
Examination should include

• overcommitment
• long work hours
• health hazards (e.g., nutrition, sleep patterns, work environment).

**Process/Skill Questions**

**Thinking**

• Why can saying no be difficult?
• How do you know if you have too many commitments?
• What health problems can develop from work stress?

**Communication**

• How does work-related stress interfere with communication among family members?

**Leadership**

• What leadership skills do you need to balance your work and family life?
• How can you determine if an employer is family-friendly?

**Management**

• What strategies can help you reduce your working hours when they become excessive?
• What can you do to unwind before spending time with your family?

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- Promote and Publicize FCCLA!
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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

13.1.6 Demonstrate stress management strategies for family, work, and community settings.

Task Number 41

Analyze the balance of work and family life.

Definition
Analysis should include
- work systems and family systems (also referred to as structures)
- characteristics of strong work organizations and strong families
- evolution of the workforce
- rewards of work within and outside the family
- roles and responsibilities of people as employees and as family members
- interdependence of family members
- ways in which the evolution of the family life cycle affects choices and decisions
- personal and family values.

Process/Skill Questions
Thinking
- How are the roles and responsibilities of employees and family members alike and different?
- How would you compare the role of management in the workplace to management in the family?
Communication

- What criteria are important in assessing work and family systems?
- How does an employer demonstrate respect toward its employees as family members?

Leadership

- What techniques can be used to implement change within the workplace? Within the family?
- What can an employer do to instill leadership skills in an employee?
- How can leadership skills be fostered in family members?

Management

- How can positive values help maintain balance between work and family life?
- How can management skills contribute to the workplace and home life?

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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

6.1 Analyze the effects of family as a system on individuals and society.
Task Number 42

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

Definition

Comparison should include the financial, social, intellectual, emotional, spiritual, 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 are the benefits and drawbacks of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?

Communication

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

Leadership

- What leadership techniques do you need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- 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 can you use to enhance work from a positive family life and to enhance family life from a positive work life?

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Career Connection

- My Skills
- My Life
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- My Plan

Families First

- Families Today
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- Parent Practice

Financial Fitness

- Earning
- Spending
• Saving
• Protecting

**Power of One**

• A Better You
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• Working on Working
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**Student Body**

• The Healthy You
• The Fit You
• The Real You
• The Resilient You

**Competitive Event--STAR Events**

• Focus on Children
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**National Standards for Family and Consumer Sciences Education**

6.1 Analyze the effects of family as a system on individuals and society.

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

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**Task Number 43**

**Identify management strategies for balancing work and family roles.**

**Definition**
Identification should include

• 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.

**Process/Skill Questions**

**Thinking**

• What is the relationship between the family’s circumstances and work productivity?
• What is the value of balance for you as an individual, a family member, and a working person? How do those roles interplay?
• 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?

Leadership

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

Management

• What management skills are beneficial when setting priorities at work and at home?
• What management skills help you deal with issues at different stages of the family life cycle?

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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

Task Number 44

Analyze the interrelationship of individual and family goals and principles to work goals and principles.

Definition
Analysis should include

- factors that influence how families coordinate work and family responsibilities and goals
- ways work and family roles might 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 communication skills help a family who have 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?

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?
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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

Task Number 45

Summarize ways social, economic, and technological changes influence work and family dynamics.

Definition
Summary should include
- ways work and family are interconnected or independent
- trends associated with the interconnectedness of work and family
• products and services designed or improved in the last five years that relate to balancing work and family roles
• advantages and disadvantages of having a dual-earner family.

Process/Skill Questions

Thinking
• In what ways are today’s work and family responsibilities interconnected?
• 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 family life?
• How does the increase of working women affect men’s and women’s roles in the family?
• What are the effects of the feminization of poverty (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?

Communication
• How can families and individuals address the effects of trends in the workplace?
• What kinds of things influence 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 the social, economic, and technological changes?
• How might society influence the way families manage their work and family responsibilities?

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Career Connection
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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)

Task Number 46

Develop strategies for sharing responsibilities to manage family and work.

Definition
Development should include

• responsibilities that need to be managed
• support systems that help families manage responsibilities
• workplace policies that use problem-solving to help balance work and family life.

Process/Skill Questions

Thinking

• What factors influence attitudes and beliefs about managing family and work responsibilities?
• How does sharing responsibilities help build strong families?

Communication

• What communication skills are essential when family members share responsibilities?
• Which of these skills might need to be learned?

Leadership

• Why are employers increasingly willing to establish a family-friendly workplace?
• What policies help families with young children?
• What policies would be of most interest to you and your future family?
• What leadership skills can help when devising a plan for balancing work and family responsibilities?
Management

- What criteria should be used for such things as selecting childcare providers or household workers?
- What are the most influential trends affecting the ways in which people balance work and family roles?

FCCLA National Programs and Competitive Events

Career Connection

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- My Plan

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STAND Up

- Assess
- Educate
- Advocate

Student Body

- The Healthy You
- The Fit You
- The Real You
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Competitive Event--STAR Events

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National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global.)
Task Number 47

Apply problem-solving processes to individual and family problems.

Definition
Application should include

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

Process/Skill Questions

Thinking

- What factors influence attitudes toward problem-solving?
- What are the benefits of considering multiple solutions to a problem?

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 in context?
- How can leaders motivate others to problem solve?

Management

- What management techniques are helpful in selecting criteria to evaluate choices for problem solving?

FCCLA National Programs and Competitive Events

Families First

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STAND Up

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Competitive Event--STAR Events

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- Reasoning for Action 2 Analyze recurring and evolving family, workplace, and community concerns.

Creating and Maintaining Healthy Relationships

Task Number 48

Describe caring, respectful, and responsible relationships.

Definition

Description should include

- communication skills that contribute to healthy relationships
- 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?

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?

Leadership

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

Management
• What personal and environmental factors contribute to caring, respectful, and responsible relationships?
• What are the consequences of having or lacking caring, respectful, and responsible relationships?

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National Standards for Family and Consumer Sciences Education

13.1 Analyze functions and expectations of various types of relationships.

Task Number 49

18 wk. (O)

Identify strategies for establishing and maintaining friendships.

Definition
Identification may include

• following the golden rule: treat others as you would like to be treated
• demonstrating friendliness with a smile, eye contact, a sincere greeting
• developing rapport through conversation, showing interest in the other person, and active listening
• sharing thoughts, opinions, feelings, and experiences
• building trust
• being honest, respectful, and empathetic.
Process/Skill Questions

Thinking
- Why are friends important in your life?
- What would happen if an adolescent parent did not have the support of strong friendships?
- Why should your partner in life be a good friend?

Communication
- How can you show interest in someone else?
- What are good listening skills?

Leadership
- How can sharing your thoughts, opinions, feelings, and experiences involve an element of risk for you?
- What are some ways to terminate a friendship if necessary?

Management
- How can you demonstrate honesty, respect, and empathy when a friendship is strained?
- What can you do to restore honesty, respect, and empathy in a relationship?

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National Standards for Family and Consumer Sciences Education

13.1.1 Analyze processes for building and maintaining interpersonal relationships.

Task Number 50
List characteristics of healthy and unhealthy dating relationships.

Definition
Listing should include

- attitudes about male and female roles, responsibility, desire for companionship
- the role of self-worth
- characteristics of healthy relationships
  - red flags for unhealthy and abusive relationships
  - the importance of consent
  - boundary setting
  - methods of ending relationships
- negotiation and conflict resolution.

Process/Skill Questions

Thinking

- How does your level of self-confidence affect your dating relationships?
- What is your view of male/female roles?
- What effect does dating have on how you feel about yourself?

Communication

- How can your attitudes express responsible dating behaviors?
- What are some examples of mixed messages that couples may send while dating? How can mixed messages be avoided?

Leadership

- What kinds of decisions should be negotiated when in a dating relationship?
- How can you demonstrate sensitivity to your date without compromising your values?

Management

- How can you balance your desire for companionship with your need for independence?
- What conflict-resolution skills are essential for dating relationships?

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National Standards for Family and Consumer Sciences Education

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

Task Number 51

18 wk. (O)

Analyze factors contributing to a successful marriage.

Definition
Analysis should include such factors as

• ability to give and receive mature love
• commitment
• shared expectations and goals
• similar ethics, attitudes, priorities, interests, backgrounds
• mutual respect, trust, dependability, responsibility
• friends: separate and shared
• ability to communicate, make decisions, resolve conflicts
• ability to give, care, share, and compromise.

Process/Skill Questions

Thinking

• What has influenced your ideas about a healthy marriage?
• What characteristics might predict a healthy marriage?
• How is an adolescent marriage different than marriage between older partners?

Communication
• How can you communicate your commitment, both short- and long-term?
• How would you describe your ideal mate?
• What skills are necessary for effective communication, decision-making, and conflict resolution?
• How is a relationship affected when one partner insists on having his or her own way most of the time?

Leadership

• What is the importance of maintaining your own friends and friends as a couple?
• How can you show mutual respect, trust, dependability, and responsibility in your marriage? Why is it especially important at a time when there is a high level of stress in your relationship?
• What help/resources are available for a couple in stress?

Management

• When you think of a couple whom you consider to be happily married, what do you think are the reasons for their success?
• What do you think is the difference between a mature love and an immature love?
• What personal guidelines can you set for yourself to maintain qualities of giving, caring, sharing, and compromising in your marriage?

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National Standards for Family and Consumer Sciences Education

13.1 Analyze functions and expectations of various types of relationships.
Task Number 52

Describe characteristics of healthy families.

Definition
Description should include

- commitment
- appreciation
- good communication patterns
- desire to spend time together
- strong value system
- ability to deal with stress and crises in a positive manner
- resilience
- self-efficacy.

Process/Skill Questions

Thinking

- How would you summarize your values, and how do they influence your family?
- How does your job/career affect your family lifestyle?

Communication

- What resources are available to help you assess your needs and wants for you and your family?
- How do your values and goals promote a healthy family?

Leadership

- How will decisions you make about your child’s welfare influence your choice of family lifestyle?
- In what ways do children affect your time, energy, money, and freedom?

Management

- What role does where you live (e.g., part of the country/state, rural/urban/suburban, apartment/house) have on family lifestyle?
- How can you set realistic goals for your choice of lifestyle that includes education, home, and career/job?

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13.1 Analyze functions and expectations of various types of relationships.

**Task Number 53**

**Describe the significance of caring, respectful, and responsible relationships.**

**Definition**

Description should include

- description of various types of relationships
- personal needs and personality traits and their influence on relationships
- the role that stress plays in relationships
- potential consequences of caring, respectful, and responsible relationships.

**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?

**Communication**

- How do caring, respectful, and responsible relationships contribute to communication in the family, the workplace, and the community?
- What are the effects of stress on relationships?

**Leadership**

- What traditions and social norms contribute to respectful, healthy relationships?
- What are the consequences of dealing or not dealing with stress in relationships?

**Management**

- What resources are available that foster caring, respectful, and responsible relationships?
- What factors in a person's environment contribute to caring, respectful, and responsible relationships?
• What are the benefits of caring, respectful, and responsible relationships for a person? For families? For the community?

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National Standards for Family and Consumer Sciences Education

13.1 Analyze functions and expectations of various types of relationships.

Task Number 54

Identify ways to relate to people of different ages, abilities, genders, and cultures.

Definition

Identification should include techniques, skills, and strategies needed for verbal and nonverbal communication with people of different ages, abilities, genders, and cultures.

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 needs?

**Communication**

- What are some of the consequences when assumptions are made about people based on their age, appearance, gender, or ethnic/cultural background?
- How would you feel if someone made assumptions about you based on your age, appearance, gender, or ethnic/cultural background?
- How can communication help people avoid making such assumptions?

**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?

**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?

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National Standards for Family and Consumer Sciences Education

13.6 Demonstrate standards that guide behavior in interpersonal relationships.

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Task Number 55

Identify conflict-resolution strategies.

Definition
Identification should include

- examining the conflict in terms of causes, values affected, and viewpoints of all involved
- distinguishing the real conflict from the symptoms
- brainstorming viable alternatives
- establishing criteria for evaluating alternatives.

Process/Skill Questions

Thinking

- What cues indicate a need for conflict-resolution alternatives?
- Why is it important to set a goal for the resolution of a conflict?

Communication

- How can resolution alternatives be presented in a non-confrontational manner?
- How can alternatives be expressed objectively? Persuasively?

Leadership

- How can leaders encourage resolution alternatives?
- What skills can be used to lead the conflict resolution process?

Management

- What management strategies can be used to generate alternatives for conflict resolution?
- What resources can be applied to generate ideas for conflict resolution?

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**National Standards for Family and Consumer Sciences Education**

13.4 Evaluate effective conflict prevention and management techniques.

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**Task Number 56**

**Practice conflict resolution.**

**Definition**
Practice should include
- evaluating conflict-resolution alternatives (e.g., mediation)
- selecting the most desirable alternative
- testing the alternative to determine its effectiveness
- revising resolution strategies, as necessary.

**Process/Skill Questions**

**Thinking**
- What are some causes of conflict?
- Beyond ending a conflict, what are the desired goals for conflict resolution?
- How might conflict and the resolution of conflict affect group goals?

**Communication**
- How does communication affect the resolution of conflict?
- In what ways does attitude affect conflict and conflict resolution?

**Leadership**
- 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 strategies may be applied to prevent conflict?
What is the value of using various methods of conflict resolution?

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13.4 Evaluate effective conflict prevention and management techniques.

Task Number 57

Explain the effect of personal standards and codes of conduct on interpersonal relationships.

Definition

Explanation should include ethics, beliefs, values, and behaviors.

Process/Skill Questions
Thinking
What does self-discipline mean to you?
What are examples of situations that require you to apply self-discipline?

Communication
What are the personal rules by which you live?

Leadership
What are some examples of respecting others’ rights and privileges?
Do you help when you notice that someone is in need?

Management
Do you accomplish what you plan to do?
Do you do your share of the work when assigned to a group project?
Do you carry out jobs without being reminded?

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13.6.2 Apply ethical guidelines when assessing interpersonal issues and situations.
Developing Self-Esteem

Task Number 58

Define self-esteem.

Definition
Definition should address

- physical, mental, emotional, spiritual, and moral development
- beliefs and values about personal worth
- inherited characteristics
- family relationships
- experiences
- environmental factors
- relationships with friends and others
- culture.

Process/Skill Questions

Thinking

- What is a definition of self-esteem?
- How does these words by Martin Lawrence apply to you, "If you don't believe in yourself, then who will believe in you?"
- How does your culture and environment contribute to your self-esteem?

Communication

- What are your beliefs and values about personal worth?
- How can good communication skills enhance your self-esteem?
- How do your communication skills affect your relationship with family, friends, and others?

Leadership

- What do you make of Mark Twain's quote, "We can secure other people's approval, if we do right and try hard, but our own is worth a hundred of it."
- What can you do to take responsibility for developing self-esteem?
- How does your self-esteem affect your leadership ability?

Management

- How can you identify people who are positive influences? Negative influences?
- How can you surround yourself with positive influences? How can you eliminate negative ones?
- What resources are available to help you assess your self-esteem and set personal goals to improve it?

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Task Number 59

Create a plan to achieve personal goals.

Definition

Creation of a plan should result from an established goal-setting process and should include resources needed and a timetable for action.

Process/Skill Questions

Thinking
• How do your needs, wants, and values affect your goals? What is the value of setting goals?
• What would happen if no one set goals?
• How do your dreams and aspirations influence your goals?

Communication

• What resources are available to help you plan your goals?
• What communication skills can help you plan your goals?
• What/who has influenced your dreams?

Leadership

• How can you teach the benefits of goal-setting to your child?
• In what ways might your goals affect your relationships?

Management

• How can you differentiate between short- and long-term goals?
• How often should you review and update your goals?
• How can you determine if your dreams are feasible?

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1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

Task Number 60

Develop a personal time management plan.

Definition

Development should entail a review of personal priorities and how to organize them. The plan should allow for implementation, evaluation, and changes that may need to be made.

Process/Skill Questions

Thinking

• What responsibilities, jobs, and activities do you have to do?
• How can a time management plan from work apply to your personal life? How would you want it to be different?

Communication

• How can you assign some responsibilities and jobs to others?
• How can communication contribute to management?

Leadership

• What leadership skills can help you carry out your time management plan?
• What are your goals in setting up a personal time management plan?

Management

• How can a schedule help you manage your personal time?
• How can you avoid being too rigid with your schedule?

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Task Number 61

Analyze the effects of adolescent pregnancy on self-esteem.

Definition

Analysis should include the role of support systems and the interplay of personal relationships.

Process/Skill Questions

Thinking

- What are your feelings about your pregnancy?
- What influenced your decision to choose parenting?

Communication

- What resources will provide you with professional, confidential, and respectful care during your pregnancy, labor and delivery, and postpartum period?
- How will you communicate your needs to your support system?

Leadership

- Where can you find resources such as maternity homes, drop-in centers, midwives, support groups?
- What are your options for continuing your education?
- How can you obtain counseling to decide whether to keep your baby, put it up for adoption, or terminate your pregnancy?

Management

2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
• What are the consequences of your decision for you personally?
• What are the consequences of your decision on your family?

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12.2.4 Analyze the influences of life events on individuals’ physical, emotional, social, moral and cognitive development.

Using Effective Communication Skills

Task Number 62

18 wk. (O)

Analyze communication skills and patterns.

Definition
Analysis should include

• verbal (e.g., spoken) and nonverbal (e.g., body language, facial expressions, gestures, eye contact)
• written language
• ability to listen/hear
• positive and negative communication patterns
• pros and cons of electronic communication
• explanation of communication, interpersonal communication, and effective communication
• factors that influence a family’s style of communication and ability to communicate effectively
• concerns regarding the quality of communication in the family.

Process/Skill Questions

Thinking

• How can tone of voice, choice of words, and the use of I-messages affect verbal communication?
• How can body language, facial expressions, gestures, and eye contact convey your thoughts?
• What factors influence a family’s style of communication?
• How do effective communication skills help build strong families?

Communication

• What is the role of communication in the day-to-day operations of the family, in dealing with conflict and crisis, and in solving practical problems?
• What is the relationship between communication and family functions?
• How does technology affect family communication?

Leadership

• What is the role of each family member in improving family communication?
• What are some barriers to improving communication?

Management

• How can a relaxed environment, a calm state of mind, restfulness, and good health contribute to effective communication?
• How can you create a family atmosphere that is conducive to communication?

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**National Standards for Family and Consumer Sciences Education**

13.3.1 Analyze communication styles and their effects on relationships.

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**Task Number 63**

**Identify factors that affect family communication.**

**Definition**
Identification should include

- understanding
- trust
- respect
- democratic decision-making
- shared responsibilities
- conflict management
- compromise
- harmony
- leisure time
- family routines and traditions.

**Process/Skill Questions**

**Thinking**

- How can active listening lead to understanding, trust, and respect in family communication?
- How can the use of I-statements lead to clearer communication without placing blame?
- What are the consequences of not making family decisions democratically?
- What are examples of negative and positive patterns of communication?

**Communication**

- How can family responsibilities be discussed and shared?
- How can family routines and traditions be established with consideration of all family members?

**Leadership**

- What leadership skills can help manage conflict?
- How can the initiation of compromise be a quality associated with leadership?
Management

• What resources can families take advantage of to improve their communication skills?

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13.3 Demonstrate communication skills that contribute to positive relationships.

Task Number 64

18 wk. (O)

Develop strategies for improving communication.

Definition

Development may include

• explaining the meaning of family communication
• citing characteristics and examples of effective and ineffective communication
• using etiquette involved in electronic communication
• incorporating your personal communication style
• practicing active listening
• applying methods of conflict resolution
• applying strategies to improve listening and speaking skills
• applying strategies to help the family move to a deeper level of communication.

Process/Skill Questions

Thinking

• Which of the following active listening skills do you practice: nod, smile, direct eye contact, short verbal response, clarifying message, and reflecting (repeating in own words what you think has been said)?
• What is the difference between passive and active listening?
• Why is it important to be a good communicator?
• Why do some families communicate better than others?

Communication

• What factors might cause a family to move to a different style of communication?
• Why is it important to think about the ways we communicate with others?

Leadership

• What leadership skills are needed for negotiation?
• What is the relationship between leadership and communication?
• What leadership skills can you use to help improve family communication?

Management

• How can step-by-step conflict resolution lead to improved communication?
• What are elements of compromise?
• What strategies might encourage a deeper level of communication within the family?
• What are the risks in seeking to communicate on a different level?

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13.3 Demonstrate communication skills that contribute to positive relationships.

Task Number 65

18 wk. (O)

Demonstrate assertiveness.

Definition

Demonstration should include

- using positive communication skills
- using I-statements
- expressing wants and needs
- making eye contact
- speaking clearly and with even tones
- using genuine expressions and gestures
- becoming an advocate for oneself and one’s child
- being able to say what you believe even if you disagree with others or need to say no
- asking questions for clarification purposes
- respecting others’ thoughts and feelings
- standing firm against peer pressure.

Process/Skill Questions

Thinking

- What are the benefits of protecting oneself from being taken advantage of?
- What is the value of using I-statements?
- How is self-esteem related to making eye contact and using genuine expressions and gestures?

Communication

- What communication skills would be helpful in letting others know what you think and feel?
- What strategies of assertive communication skills should be used to convey leadership?

Leadership

- Why might speaking clearly and with even tones be associated with leadership?
- What leadership skills help you to stand firm against peer pressure?

Management
• How can you become clear about what you want for yourself and how to achieve it?
• How can you communicate your thoughts and feelings clearly while respecting those of others?

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- National Programs in Action
- Professional Presentation
- Promote and Publicize FCCLA!
- Public Policy Advocate
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**National Standards for Family and Consumer Sciences Education**

13.3 Demonstrate communication skills that contribute to positive relationships.

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**Promoting Wellness and Prenatal Care**

**Task Number 66**

Describe the early signs of pregnancy.
Definition
Description should include

- signs of pregnancy: missed menstrual period, tender breasts, nausea and/or vomiting, frequent urination, bloated feeling, fatigue, dizziness
- tests to determine pregnancy
- emotions of the pregnant adolescent, baby’s father, and their families
- resources available to pregnant adolescent (e.g., health department, health care providers, Virginia WIC [Women, Infant, and Children], Virginia Cooperative Extension Service programs, Expanded Food and Nutrition Education Program [EFNEP], Supplemental Nutrition Assistance Program Education [SNAP-Ed])
- navigation of the available resource systems.

Process/Skill Questions

Thinking

- What changes in your body might lead you to think you are pregnant? How are these changes different from just being sick?
- How does being pregnant change one’s emotional well-being?

Communication

- With whom can you talk about your concerns of a pregnancy?
- Why is it important to communicate your needs as soon as possible?

Leadership

- What is the importance of having the confidence to seek help if you suspect you may be pregnant?
- How can the mother and father deal with the emotions they experience at the onset of pregnancy?

Management

- What resources are available to determine if you are pregnant?
- How can you assess your options once you know you are pregnant?

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National Standards for Family and Consumer Sciences Education

12.1 Analyze principles of human growth and development across the life span.

Task Number 67

Describe prenatal development.

Definition
Description should include
- definitions of terms related to pregnancy
- stages of prenatal development.

Process/Skill Questions

Thinking
- What is the process of conception?
- What effects do the three stages of prenatal development have on the expectant mother?

Communication
- How do your attitude and behavior affect prenatal development?
- What resources are available to ensure proper prenatal development?

Leadership
- How do the choices you make affect your unborn child?
- Why is it crucial to consider the unborn when making decisions?

Management
- How do changes in the female body provide nourishment and protection for the fetus?
- Why is it important to receive regular prenatal care?
- What resources are available for pregnant women to receive adequate prenatal care?

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Task Number 68

Develop a plan to meet nutritional needs of pregnant adolescents.

Definition
Development should include identification of

- nutritional requirements and supplements for a healthy mother and baby (e.g., prenatal vitamins)
- standards for appropriate weight gain
- foods that supply needed nutrition
- healthy foods to eat when away from home.

Process/Skill Questions

Thinking

- What are the consequences of good/poor nutrition for you and your baby?
- What are the food groups, and how can they be a guide for good nutrition?

Communication

- Why is it important to communicate your desire to eat well to family members and friends who may not have to follow any special nutritional plan?
• What reliable resources can help you identify good nutrition?

Leadership
• How do your eating habits affect your unborn baby?
• What changes do you need to make in order to eat a well-balanced diet?

Management
• What fast foods can you eat that are healthy? Which should you avoid?
• What are the consequences of gaining too little or too much weight?

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National Standards for Family and Consumer Sciences Education

14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
Task Number 69

Describe genetic influences on the fetus.

Definition
Description should include

- definitions of gene, chromosomes, recessive and dominant genes, carrier, amniocentesis
- the role of a genetic counselor
- ways to determine genetic influences on the fetus.

Process/Skill Questions

Thinking

- Why and when is genetic counseling important in making responsible choices concerning family planning?
- How can amniocentesis help determine problems after a woman is already pregnant?

Communication

- How can a genetic counselor help you understand heredity and the risks of heredity disorders?

Leadership

- What are strategies for dealing with genetic problems?
- How can couples make responsible sexual choices, especially in terms of genetic disorders?

Management

- What is the difference between dominant and recessive genes?
- How does family history play a role in genetics?

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National Standards for Family and Consumer Sciences Education

12.2.1 Analyze the influences of heredity and environment on human growth and development.

Task Number 70

Investigate effects of harmful substances and environmental chemicals on the unborn child.

Definition
Investigation should include

• carcinogens and respiratory irritants in petrochemicals (e.g., vinyl, polyurethane foam) used for child bedding
• learning or behavior problems arising from exposure to everyday chemicals and lead
• low birth weight, brain damage, respiratory problems, addiction, miscarriage, premature labor, mental retardation, birth defects, behavioral problems, damaged blood vessels, heart problems from medications, illegal drugs, alcohol, and cigarette smoke
• genetic damage, neurotoxic dangers to unborn children from pesticides
• weakening immune system, birth defects, genetic damage from the mosquito pesticide malathion
• exorbitant costs: financial and health
• emotional and physical demands of parenting special-needs children.

Process/Skill Questions

Thinking

• What responsibilities do expectant parents have for their unborn child?
• What responsibility do you have to eliminate illegal drugs, alcohol, and cigarettes to maintain your health and the health of your child?

Communication

• What kinds of chemicals should you be aware of in your environment?
• What can you learn about keeping yourself, your baby, and your environment safe?

Leadership

• What leadership skills do you need to take a firm and active role in protecting yourself, your unborn baby, and your baby from harmful substances and environmental chemicals?
• What resources are available to help you protect yourself, your unborn baby, and your baby from harmful substances and environmental chemicals?

Management

• What consequences might you have to deal with if your baby were born with serious health problems as a result of exposure to harmful substances and environmental chemicals?
• How can you manage your medications to ensure the health of your baby?
• How can you protect your baby when family and/or friends are not aware of dangers or when they are not supportive of your efforts?
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Community Service

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National Standards for Family and Consumer Sciences Education

12.2.1 Analyze the influences of heredity and environment on human growth and development.

Task Number 71

Analyze effects of sexually transmitted infections (STI).

Definition
Analysis should include

• definition of STI
the symptoms, treatments, and follow-ups for STIs
the effects of STIs on fetus, children, and parents
special concerns related to HIV/AIDS-infected persons.

Process/Skill Questions

Thinking

• Why are STIs so prevalent today?
• Why is it important for pregnant women and parents to be aware of STIs?
• Why might a person choose not to practice prevention behaviors?
• What would happen if you chose not to communicate with a partner about STIs?

Communication

• Why is AIDS a critical concern for unborn children? Individuals? Families? Society?
• What community agencies are there to help people with STIs?

Leadership

• What actions can you take to promote safe sex?

Management

• Which resources would you be most likely to use if you were affected by STIs?
• How do STIs affect a pregnancy? What treatments can be taken during pregnancy to treat STIs?

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Task Number 72

Develop an exercise plan for pregnant adolescents.

Definition
Development should be based on

- common sense
- the way the woman feels
- doctor’s advice.

Process/Skill Questions

Thinking

- How does a pregnant woman determine which exercises are safe?
- How can moderate exercise help you maintain good muscle tone and health?
- How can exercise and staying fit help your pregnancy?

Communication

- Why is a doctor’s advice about exercise important?
- What are some myths about exercise and pregnancy?

Leadership

- What are the benefits and risks of exercise during pregnancy?
- How can involving other family members improve your exercise program?

Management

- What are the consequences of good or poor physical health for the pregnant/laboring woman?

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**Task Number 73**

**Evaluate emotional needs of the pregnant adolescent.**

**Definition**
Evaluation should

• hormonal changes that occur during pregnancy
• each individual’s personality
• each individual’s set of circumstances.

**Process/Skill Questions**

**Thinking**

•
  • How does your personality come into play as far as how you react and handle the emotions of motherhood?
  • What have you learned about yourself?

**Communication**

• How can you communicate your needs during this time of emotional change?
• What personal circumstances affect your emotions during the time of pregnancy?

**Leadership**

• How can learning about the changes a new mother goes through help you deal with them in a more productive way?
• Who can help you deal with the emotions of adolescent pregnancy?

**Management**

• How do hormonal changes affect your emotions?
• What are strategies to cope with mood changes?

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National Standards for Family and Consumer Sciences Education

12.2.4 Analyze the influences of life events on individuals’ physical, emotional, social, moral and cognitive development.

Task Number 74

Identify discomforts and possible complications during pregnancy.

Definition

Identification should include the following and their warning signals:

- Common physical ailments
- Pre-term labor
- Toxemia
- Rubella (German measles)
- Rh factor disorder
- Miscarriage
- High blood pressure
- Placental abruption
- Placenta previa
- Gestational diabetes

Process/Skill Questions

Thinking
• How can you attempt to avoid pregnancy complications? What are the consequences of proper prenatal care? Of poor prenatal care?

Communication

• What role does observing changes in your pregnancy play in identifying possible complications?
• What resources do you have to learn about the complications of pregnancy?

Leadership

• Why is monthly prenatal care important during your entire pregnancy?
• How can prompt action to a warning signal help avoid a serious complication?

Management

• What complications are frequently found in adolescent pregnancy?
• How can you make your pregnancy as healthy as possible?

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National Standards for Family and Consumer Sciences Education

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
Task Number 75

Evaluate newborn feeding options and support systems.

Definition
Evaluation should include

- breastfeeding
- importance of breastfeeding support system (e.g., father’s or grandmother’s)
- formula feeding
- combination of breastfeeding and formula feeding
- gaining family and community encouragement.

Process/Skill Questions

Thinking

- How can you evaluate which feeding option is best for your baby and you?
- What factors do you need to consider?
- How will not using proper sanitation and mixing procedures affect you and your baby?

Communication

- What resources are available for those who breastfeed or bottle-feed?
- Why should you hold the baby during feeding?

Leadership

- What are the advantages and disadvantages of the three feeding options?
- What are the major challenges and benefits of breastfeeding?

Management

- What nutrients are important to an infant’s health and growth?
- How do you determine how much an infant should eat?
- How long can baby’s formula or breast milk be stored?

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Task Number 76

Describe the processes of labor and delivery.

Definition
Description should include

- lightening
- labor pains
- stages of labor
- complications during labor and delivery
- medical options (e.g., episiotomy, C-section, anesthesia/pain medicine, monitoring, circumcision)
- Apgar scale
- methods of childbirth (e.g., traditional, family-centered, Lamaze, Leboyer, C-section).

Process/Skill Questions

Thinking

- What are the advantages and disadvantages of each method of childbirth?
- Which childbirth method appeals most to you?
- How are the birth experiences of mothers and fathers the same? How are they different?

Communication

- What are the signs of lightening?
- How can you tell the difference between true and false labor?
- Why would you discuss the methods of childbirth with the doctor?

Leadership

- How might the father offer support during the first stage of labor?
- How does the Apgar scale assist the doctor, the parent, the child, and the hospital nursing staff?
- Why are breathing exercises and muscle control so important in the Lamaze method of childbirth?

Management

- What is the significance of each sign of labor?
- What are the methods of pain management?
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National Standards for Family and Consumer Sciences Education

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

Promoting Postnatal Care

Task Number 77

Describe postpartum care.

Definition
Description should include
- roles of family members
- emotional needs of adolescent parents
- postpartum depression
- ways for others to offer emotional support
- practical assistance with household chores and childcare
- proper postpartum care of the mother.
Process/Skill Questions

Thinking

• What do you think your role is as mother of the baby?
• What role would you like to see the father of the baby fulfill?
• In what ways can family members give emotional support? Practical support?
• How can you distinguish between normal mood swings and postpartum depression?

Communication

• How can your parents help you in the postpartum period?
• How can you communicate your needs to your family members?
• How might sharing experiences of being a new parent with your own parents and siblings be comforting?

Leadership

• How can you provide opportunities for brothers and sisters of the newborn to help?
• How can you handle jealousy from older children?
• How can you make time for your older children?

Management

• How can you accept/ask for family help without imposing too much on them?
• What can help family members understand postpartum depression?

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**National Standards for Family and Consumer Sciences Education**

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

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**Task Number 78**

**Demonstrate the care of a newborn.**

**Definition**
Demonstration should include

- recognizing characteristics and common responses of newborns
- bonding through touch, diapering, dressing, bathing, and feeding
- expressing care and love through massage and everyday interactions with newborn
- responding to a crying infant
- demonstrating strategies to deal with colic
- preventing brain injuries (e.g., shaken baby syndrome)
- practicing safety precautions
- identifying health care providers, support services, medical tests, and procedures
- identifying the risks and prevention strategies for sudden infant death syndrome (SIDS)
- maintaining the wellness of newborns, including neonatal checkups and immunizations.

**Process/Skill Questions**

**Thinking**

- How do you expect your infant to behave when he or she is first born?
- How will the baby’s appearance and actions affect how you feel about your child?
- Why should parents be aware of the characteristics of newborns?
- Why is shaking a baby a very dangerous response to a crying baby?
- How does the newborn’s schedule alter the parent’s schedule?

**Communication**

- Why is bonding important to the parent-child relationship?
- What are the long-term effects of bonding on the baby? The mother and father? The family?
- What things can an adolescent mother do to encourage more participation by the father?

**Leadership**

- How can the adolescent parent be supported while some of the initial post-delivery procedures are being done?
- What community resources are available to parents dealing with a SIDS death?
- What resources are reliable regarding your child’s immunization schedule?
- What are the consequences of children receiving/not receiving immunizations?

**Management**

- What strategies can you practice to safely diaper, dress, bathe, and feed your baby?
- If the baby cries a lot or has colic, how can it affect the relationship between the parents?
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National Standards for Family and Consumer Sciences Education

12.3.1 Analyze the role of nurturance on human growth and development.
15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 79

Examine decisions related to sexual activity following pregnancy.

Definition
Examination should include

- birth control options
- standards for making sexual decisions
- consequences of being sexually active
- consequences of having additional pregnancies during the adolescent years.

Process/Skill Questions

Thinking
• How does being sexually active affect your self-esteem?
• How might your life be different if you had more than one child during your adolescence?

Communication
• What sources of information about birth control are reliable?
• How can setting personal standards following pregnancy reduce risky behaviors (e.g., irresponsible sexual activity, drugs, abuse, gangs)?

Leadership
• What values and goals are evident as you make decisions about sexuality?
• How might having children during your adolescence affect your family, your partner, and your community?

Management
• Where can adolescents go for help with issues about sexual health?
• What should you consider when making decisions about sexual activity?
• What method of birth control are you most likely to use consistently? What factors will affect whether or not you use birth control?

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National Standards for Family and Consumer Sciences Education

15.4 Analyze physical and emotional factors related to beginning the parenting process.
Evaluating the Cost of Parenthood

Task Number 80

Estimate financial costs of parenthood.

Definition

Estimate should include the average cost of raising a child from conception to age 18, including

- maternity care and delivery
- housing
- food
- transportation
- clothing
- health care
- childcare and education
- costs of additional care for special-needs children
- miscellaneous expenses.

Process/Skill Questions

Thinking

- How will plans for your education and career goals be affected by having a child?
- How will goals such as buying a car, living on your own, and having a savings account be affected by having a child?
- How do you think your educational endeavors will relate to job satisfaction and financial security?

Communication

- How can the mother and father communicate about the basic cost of having a child?
- What resources are available to help parents plan for the financial responsibility of a child?

Leadership

- What plans have you made to meet expenses for yourself and your newborn with your present income?
- What level of income would be needed to meet the basic needs associated with parenthood?
- How will you prepare adequate living quarters for you and your new baby?

Management

- What would the average cost per year be to raise a child when the family income is in the middle-income range? Lower? Higher?
- What plans have you made to meet expenses associated with health care?
- Why should your family health coverage include adolescent pregnancy and the child?

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Financial Fitness

- Earning
- Spending
- Saving
- Protecting

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National Standards for Family and Consumer Sciences Education

15.1 Analyze roles and responsibilities of parenting.

Task Number 81

18 wk. (O)

Analyze legal issues related to parenthood.

Definition

Analysis should include

- legal obligations of mother, father, grandparents, schools, and community agencies
- uses for and importance of birth certificates/documentation
- definitions of parentage, child support, visitation, allocation of parental rights and responsibilities
- definitions of guardianship, minor status, and power of attorney
- issues regarding adoption
- resources for obtaining family legal counsel.

Process/Skill Questions

Thinking

- What legal issues might you anticipate as a mother?
• What legal issues might the father anticipate?

Communication

• Why is it important to establish paternity?
• What legal issues might arise regarding grandparents?
• What legal issues are unique to adoption?

Leadership

• Why is it important to be familiar with and understand legal documents?
• Why is it important to understand legal terms that are related to being a parent?
• What are the consequences of not understanding them?

Management

• What are parents’ legal responsibilities for meeting the needs of the pregnant and parenting adolescent?
• How can you determine if a resource for legal counsel is reliable?
• What are the school’s legal responsibilities for meeting the educational needs of the pregnant and parenting adolescent?
• What are the community agencies’ legal responsibilities for meeting the needs of the pregnant and parenting adolescent?

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National Standards for Family and Consumer Sciences Education
15.3.3 Analyze current laws and policies related to parenting.

Task Number 82

Analyze community programs and resources that offer health care or financial assistance.

Definition

Analysis should include programs and resources offered by agencies such as

- Office of Family Assistance (OFA)
- Temporary Assistance for Needy Families (TANF)
- The Center for Faith and Opportunity Initiatives (Partnership Center)
- other community-based and faith-based organizations and groups
- Virginia Initiative for Employment, Not Welfare (VIEW)
- Women, Infant, and Children program (WIC)
- Virginia Cooperative Extension Family and Consumer Sciences agents and paraprofessionals.

Process/Skill Questions

Thinking

- What are the benefits of using the programs and resources for health care and financial assistance?
- What service does each agency provide?

Communication

- What programs and resources are offered by the United States Department of Health and Human Services, Office of Family Assistance?

Leadership

- What do local and state health department clinics offer?
- How do the various agencies work together for pregnant and parenting adolescents?

Management

- What are the benefits of the Women, Infants, and Children (WIC) Program?
- How are services for these agencies paid for?

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Community Service

- Learn
- Serve
- Lead

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**National Standards for Family and Consumer Sciences Education**

7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

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**Adjusting to Parenthood**

**Task Number 83**

**18 wk. (O)**

**Examine attitudes and expectations related to parenthood.**

**Definition**
Examination should include

- thoughts on what being a parent means
- feelings about being a parent
- effect of parent’s attitude on a child’s development
- personal goals in relation to beliefs about parenting.

**Process/Skill Questions**
Thinking

• Who is a parent?
• What fears might a person have about becoming a parent?
• What might influence a person’s decision to become or not become a parent?

Communication

• What does it feel like to be a parent, and how do these feelings influence the parent-child relationship?
• How does having a positive attitude toward parenting influence your child’s self-esteem?

Leadership

• What do you think would happen if men were largely responsible for parenting?
• What sacrifices have your parents made for you, and what sacrifices are you prepared to make for your child?

Management

• What do your goals say about your beliefs about parenting?
• What goals do you have for your newborn child?
• What values would you like to instill in your child?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.1 Analyze roles and responsibilities of parenting.

Task Number 84

68
Examine parental roles, rights, and responsibilities.

**Definition**
Examination should include

- the importance of parents as role models
- rights of parents to raise children according to their own beliefs, subject to laws related to abuse and endangerment
- effect of parents’ involvement in a child’s education and health
- rights of nonresident fathers
- responsibilities of parents for emotional, cognitive, physical, moral, spiritual, social, and economic support
- healthy and safe home environment.

**Process/Skill Questions**

**Thinking**

- How does caring for one’s child manifest itself?
- Does being a role model for your child ever end?
- Do you classify most parenting responsibilities as part of the mother’s role or the father’s role?

**Communication**

- What do the parenting roles you have experienced mean to you as a parent?
- What behaviors are important to model?

**Leadership**

- What are the consequences of neglectful parenting for the child? The family? The community?
- What are the consequences of abusive parenting for the child, the family, and the community?
- What skills will help you be a caring and nurturing parent?

**Management**

- How does your home environment influence your parenting style?

**FCCLA National Programs and Competitive Events**

**Families First**

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Power of One**

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA
STAND Up

- Assess
- Educate
- Advocate

Competitive Event--STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for online events

National Standards for Family and Consumer Sciences Education

15.1 Analyze roles and responsibilities of parenting.

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Task Number 85

Assess stresses related to adolescent parenthood.

Definition

Assessment should include

- relationships
- medical complications
- general safety and well-being
- financial responsibility
- education and job concerns
- emotional problems.

Process/Skill Questions

Thinking

- What would happen if all parents expected someone else to help pay for their children’s expenses?
- What are the pressures of going to school, working, and caring for your child?

Communication

- With whom can you share feelings of anxiety, confusion, stress, loneliness, and isolation that often accompany adolescent pregnancy and parenthood?
- What effect will your stress have on your child?
- What resources are available to help you cope with parenthood and stress?

Leadership

- What kind of job can you get without a high school education?
- What kind of job can you get with a high school education?
- How can you further your education while being a parent?

Management
• What are the legal consequences when adolescent parents do not provide financial support for their child?
• What are the added risks of an adolescent pregnancy in terms of the mother’s physical immaturity?
• What are the limitations of government financial assistance?

FCCLA National Programs and Competitive Events

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

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

STAND Up
• Assess
• Educate
• Advocate

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

Competitive Event--STAR Events
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.

Task Number 86

Apply coping strategies to stressful situations.

Definition
Application may include
identifying stressors
expressing stressors to others
finding support systems
practicing methods to relieve stress.

Process/Skill Questions

Thinking

- How does not being able to identify the emotions you are feeling cause stress?
- How do you know when you are experiencing stress?
- What is your emotional response to stress?

Communication

- How might feelings of anger, fear, shame, sadness, and grief affect your reaction to stress?
- With whom can you talk about your feelings?
- How is your child affected when you are experiencing high levels of stress?

Leadership

- What are sources of stress for you?
- What would happen if you made no attempt to manage stress in your life?
- Whom do you consider part of your personal and professional support systems?

Management

- What factors influence how you deal with stress?
- How can you turn stress into something that can help you?
- What steps can you take to relieve stress in your daily life?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

Student Body

- The Healthy You
- The Fit You
- The Real You
- The Resilient You

Competitive Event--STAR Events
National Standards for Family and Consumer Sciences Education

7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

Understanding Child Development

Task Number 87

Describe the parental role in overall child development.

Definition
Description should include

- being knowledgeable about the developmental stages of the child
- implementing strategies for enhancing child development
- establishing an environment designed to promote children’s learning
- identifying community resources that help parents meet children’s developmental needs.

Process/Skill Questions

Thinking

- What would happen if a parent did not understand anything about development?
- Why is it important to evaluate your child’s development?
- What is the importance of play?

Communication

- What resources do you have to understand the stages of your child’s educational needs?

Leadership

- How can a parent influence a child’s development?
- What kinds of environments would promote or hinder children’s learning? Management
- What does a parent need to know about development?
- How do you learn what is age-appropriate for your child?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Power of One**
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**Student Body**
- The Healthy You
- The Fit You
- The Real You
- The Resilient You

**Competitive Event--STAR Events**
- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

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**Task Number 88**

**Examine growth and developmental needs of children from birth to one year of age.**

**Definition**
Examination should include

- the stage of “being” and the acquisition of trust
- the stage of “doing,” exploration, learning, and feeling unconditional love from parents
- characteristics of physical, social, emotional, cognitive, language, and moral development.

**Process/Skill Questions**

**Thinking**
- How can an established sense of trust allow the 6–12-month-old to explore with confidence and safety?
- What might the consequences be if a baby developed a sense that he/she were loved only when he/she achieved something?
• How can you demonstrate unconditional love?

Communication

• How can the adolescent parent communicate to the newborn that he/she is loved and willingly cared for?
• How can providing sensitive, consistent responses to the baby’s physical and emotional needs create a level of trust for the newborn?

Leadership

• How can feeding time provide an excellent opportunity to stimulate development?
• How do a newborn’s reflexes help him or her respond to the new environment outside the mother’s womb?
• How does a secure environment help a child grow through stranger and separation anxiety?

Management

• How does a daily schedule of providing physical care for the infant provide opportunities to stimulate the infant cognitively, socially, morally, and emotionally?
• How can a mother use a newborn’s rooting reflex to help him/her get started on a feeding?
• How can a parent stimulate development of three-month-old to year-old?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

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**Task Number 89**

**18 wk. (O)**

**Examine growth and developmental needs of children from one to three years of age.**

**Definition**

Examination should include characteristics of physical, social, emotional, cognitive, language, and moral development.

**Process/Skill Questions**

**Thinking**

- How can an established sense of trust allow the one-to-three-year-old to explore with confidence and safety?
- What might the consequences be if a toddler developed a sense that he/she were loved only when he/she achieved?
- How can you demonstrate unconditional love?

**Communication**

- In what ways can the adolescent parent communicate to the toddler that he/she is loved and willingly cared for?
- How can providing sensitive, consistent responses to the toddler's physical and emotional needs create a level of trust for the toddler?

**Leadership**

- How can mealtime provide an excellent opportunity to encourage development?
- How does playtime help him or her respond to a new environment?
- How does a secure environment help a child grow through the stages of stranger and separation anxiety?

**Management**

- How does a daily schedule of providing physical care for the toddler provide opportunities to stimulate the toddler cognitively, socially, morally, and emotionally?
- How can a parent stimulate development of a toddler?

**FCCLA National Programs and Competitive Events**

**Families First**

- Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

**Power of One**
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

**STAND Up**
• Assess
• Educate
• Advocate

**Competitive Event--STAR Events**
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

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**Task Number 90**

**18 wk. (O)**

**Examine growth and developmental needs of preschool children.**

**Definition**

Examination should include characteristics of physical, social, emotional, cognitive, and moral development.

**Process/Skill Questions**

**Thinking**
• How can an established sense of trust allow the preschooler to explore with confidence and safety?
• What might the consequences be if a preschooler developed a sense that he/she were loved only when he/she achieved?

Communication

• In what ways can the adolescent parent communicate to the preschooler that he/she is loved and willingly cared for?
• How can providing sensitive, consistent responses to the preschooler's physical and emotional needs create a level of trust for the preschooler?

Leadership

• How can mealtime provide an excellent opportunity to encourage development?
• How does playtime help him or her respond to a new environment?
• How does a secure environment help a child grow through the stages of stranger and separation anxiety?

Management

• How does a daily schedule of providing physical care for the preschooler provide opportunities to stimulate the preschooler cognitively, socially, morally, and emotionally?
• How can a parent stimulate development of a preschooler?

FCCLA National Programs and Competitive Events

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

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

STAND Up
• Assess
• Educate
• Advocate

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events
National Standards for Family and Consumer Sciences Education

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.
12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

Providing Childcare

Task Number 91

Plan meals for infants, toddlers, and preschoolers.

Definition
Planning meals should include

- selecting nutritious foods
- factoring in cost
- identifying sources of nutrition information
- identifying the effects of food allergies on health
- identifying the effects of nutrition on wellness
- maintaining feeding/meal schedules
- maintaining, handling, and storing food supply
- identifying cultural, ethnic, and family traditions related to food
- developing strategies for establishing a healthy and social mealtime environment and routines
- identifying community resources available to help meet family nutritional needs.

Process/Skill Questions

Thinking

- How does the nutritional health and wellness of your child affect you and your family?
- What are the family or cultural traditions that influence the foods you select for your family?
- Why are mealtime or eating routines important to children? Their families?
- Why should you avoid pre-packaged and already prepared foods? Why are they more costly?

Communication

- What are your child’s favorite foods?
- How can you motivate your child to eat foods that are nutritious?
- How will you create a healthy mealtime environment for your child?
- How do you determine the nutritional value of each type of food?

Leadership
• What reliable guides are there for making your own baby food?
• How can you learn to shop for and prepare foods that not only provide good nutrition, but that also taste good?

Management

• What are the long-term consequences for children and communities who do not eat a healthy diet?
• What kinds of meals/snacks do you prepare for your child?
• How can you budget the cost of meals?
• What community resources can help you meet your family nutritional needs?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Student Body

• The Healthy You
• The Fit You
• The Real You
• The Resilient You

Competitive Event--STAR Events

• Focus on Children
• Food Innovations
• National Programs in Action
• Nutrition and Wellness
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.
8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

Task Number 92

Evaluate children's hygiene needs.

Definition
Evaluation should include

- healthful hygiene
- routines for healthy hygienic practices
- healthful hair care practices
- healthful dental care practices
- clean/sanitized toys and equipment
- pet care/handling.

Process/Skill Questions

Thinking

- What are the consequences of neglecting children’s hygiene needs?
- Why is it important to maintain a clean home, including sanitizing toys?
- How is a child's health affected by unsanitary conditions?

Communication

- Who are the experts in your community regarding wellness and hygiene for children?
- How can your actions communicate to your child the need for proper hygiene?

Leadership

- What routines will you establish to care for your child’s hair?
- How can you establish sanitary conditions when owning a pet?

Management

- How will you establish regular dental care for your child?
- What is the importance of washing your hands after using the bathroom, before preparing and eating food, and during illness?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

**STAND Up**
• Assess
• Educate
• Advocate

**Student Body**
• The Healthy You
• The Fit You
• The Real You
• The Resilient You

**Competitive Event--STAR Events**
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Teach and Train
• Check the national website for online events
• Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

4.4.3 Implement strategies to teach health, safety, and sanitation habits.

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**Task Number 93**

**Analyze safety practices and hazards.**

**Definition**

Analysis should include

• common accidents that occur in the home
• criteria for a safe living environment
• laws regarding vehicle safety
• correct use of car seat (examples of check-sites: fire stations, police stations, health departments)
• toy safety and needed repairs
• potential environmental hazards
• emergency plans and exits
• disposal of waste.

**Process/Skill Questions**

**Thinking**

• Has your child ever been injured in your home? How did you feel? How could this accident have been prevented?
• How do events that happen in our community, state, nation, and world affect our feeling of safety?
• What are the possible consequences of not using child car restraints?

**Communication**

• How can you encourage others to become more safety-conscious in your home? Your school? Your community?
• What are the most current laws regarding car seat/seat belt safety?
• How do you get your child to use car seats/seat belts?
• What are the benefits of being aware of potential environmental hazards and wastes?
• How can you find information about products that have been recalled for safety reasons?

**Leadership**

• How can having a nonviolent home environment support nonviolence at the community level?
• How is disposal of waste handled within your family? Your community?
• How often do you inspect your child’s toys for safety and needed repair?

**Management**

• What factors are there to consider when creating a safe environment for your family?
• How can you improve the safety of your living environment?
• What programs are available to obtain free or low-cost car seats?
• What is your plan for an emergency exit in the event of fire?

**FCCLA National Programs and Competitive Events**

**Families First**

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

**FACTS (Families Acting for Community Traffic Safety)**

• People
• Vehicle
• Roads

**Power of One**

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

**STAND Up**

• Assess
• Educate
• Advocate

**Student Body**

• The Healthy You
• The Fit You
• The Real You
The Resilient You

Competitive Event--STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Teach and Train
- Check the national website for online events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.

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Task Number 94

18 wk. (O)

Research the effects of media and technology on children.

Definition
Research should include

- types of media
- use of technology in education
- positive effects
- negative effects
- strategies to deal with the influence of the media and technology.

Process/Skill Questions

Thinking

- How can you accommodate diverse learners with technology?
- How can unsupervised television viewing be compared with inviting strangers into your home?
- How might a child’s behavior change during/after watching television shows or videos that contain violence or sex?
- Why is it not advisable to use the television/videos as a babysitter?

Communication

- What do studies show about the influence of media and technology on children?
- What does it mean to be “desensitized” to what is being viewed in the media?
- What are the benefits of watching television and discussing the shows with your child?

Leadership

- How many forms of media do you have in your home?
- How can children’s music enhance your child’s life? When is it a bad influence?
- How might nature shows, documentaries, and children’s shows improve your child’s mind and creativity?
- How can popular personalities be a positive or negative influence on your child?
Management

- How can children be protected from inappropriate content when using computers?
- How can unsupervised use of the computer and the Internet be damaging to your child?
- What strategies can you establish to avoid unsupervised use of the Internet?
- What parental guidelines can make television viewing safer for your children?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Student Body

- The Healthy You
- The Fit You
- The Real You
- The Resilient You

Competitive Event--STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Teach and Train
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.

Task Number 95

Demonstrate basic first aid and CPR techniques or procedures.
Definition
Demonstration should include

- first aid treatment for common childhood injuries
  - bone fracture
  - burns
  - insect and animal bite
  - embedded tick
  - splinter
  - puncture wound
  - laceration
  - nosebleed
  - poisoning
  - convulsions
  - electric shock
  - choking
- cardiopulmonary resuscitation (CPR) or rescue breathing and treatment.

Process/Skill Questions

Thinking

- Why is shock—a dangerous slowing of the circulation and breathing—fatal if not treated?
- What steps can you take to treat shock?
- How can your calm behavior in an emergency help calm an injured child?

Communication

- Where are first aid and CPR courses offered?
- Why should only those certified in CPR attempt it? What damage can be caused if CPR is done incorrectly?
- What resources can teach you how to treat common childhood injuries?

Leadership

- What is the importance of keeping a first aid kit in your home? Your car?
- What is the fastest route from your home to the nearest hospital?
- What specific cautions should be taken when dealing with electric shock?
- What steps should be taken to treat convulsions?
- What steps should be taken to treat bleeding?

Management

- For what emergency is syrup of ipecac used? Where can you obtain a bottle?
- Where should you store your first aid supplies and medications?
- How is treatment for a choking infant different from treatment for an older child?
- What is the Heimlich maneuver?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
• Parent Practice

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

STAND Up
• Assess
• Educate
• Advocate

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

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4.7 Demonstrate security and emergency procedures.

Task Number 96
Examine health and wellness considerations for infants through preschoolers.

Definition
Examination should include

• well-child checkups
• immunizations
• common childhood illnesses
• ways to relay signs and symptoms of problems to medical personnel
• methods to monitor administration of medication
• measurement of child’s temperature using a thermometer
• evaluation of alternatives in providing care and medical treatment for ill children
• identification of community resources designed to meet family health care needs
• navigation of various resources in the health care systems.

Process/Skill Questions
Thinking

- Why is it important to keep an up-to-date record of all immunizations?
- What could be the consequences of administering medications incorrectly?

Communication

- Why is it difficult for some parents to communicate with medical personnel?
- What skills do you need to communicate well with medical personnel?

Leadership

- How can a parent research and evaluate alternative ways to provide care and medical treatment for ill children?
- How can a parent locate community resources to meet family healthcare needs?

Management

- What are the signs and symptoms of common childhood illnesses?
- How do you treat the common cold, light fever, headache, constipation, and diarrhea without the doctor's care?
- How can a parent learn the correct method of measuring a child's temperature using a thermometer?

FCCLA National Programs and Competitive Events

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

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

STAND Up
- Assess
- Educate
- Advocate

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

Competitive Event--STAR Events
- Focus on Children
- Interpersonal Communications
- National Programs in Action
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4.3 Implement strategies to teach health, safety, and sanitation habits.

Task Number 97

Evaluate childcare services.

Definition
Evaluation should include

• compliance with regulatory authorities and licensing
• certification, accreditation, and quality
• background check on childcare service/employees
• education and turnover of providers
• ages of children enrolled
• hours open
• cost of care, special enrollment fees
• policy regarding care of sick children
• handling of emergencies
• typical daily schedule
• open-door policy
• pickup policy
• toilet training practices
• transportation provisions
• meals and snacks served
• breastfeeding policies
• ratio of children to providers
• curriculum for children of various ages
• alternatives to childcare services.

Process/Skill Questions

Thinking

• Why is childcare a need for so many parents? For adolescent parents?
• What types of childcare are most frequently used?
• What values, goals, and beliefs do you have regarding childcare?

Communication

• What questions should a parent ask when exploring childcare options?
• What specific needs will be met by the childcare provider you select?
• What might be the short- and long-term consequences if a parent does not check the background of the childcare service and its employees?
• Why is it important to maintain ongoing communication with the childcare provider?

Leadership

• What are the characteristics of good childcare?
• What are potential emergencies in a childcare environment?
• What happens when parents fail to monitor the quality of care their child is receiving in a childcare setting?

**FCCLA National Programs and Competitive Events**

**Community Service**
- Learn
- Serve
- Lead

**Families First**
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Power of One**
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**STAND Up**
- Assess
- Educate
- Advocate

**Competitive Event--STAR Events**
- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for on line events
- Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

15.2.5 Apply criteria for selecting care and services for children and youth.

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**Managing Family Relationships**

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**Task Number 98**

**Explain the need to foster self-worth in a child.**

**Definition**
Explanation may include the need to
• demonstrate unconditional love: loving children for who they are, not what they do
• hug and cuddle
• speak tenderly to them
• demonstrate parenting strategies to encourage self-worth.

Process/Skill Questions

Thinking

• What does it mean to love your child for who they are, not for how they perform, behave, or what they accomplish?

Communication

• How can hugging and cuddling your child communicate their self-worth?
• Why is sincerity important when telling a child you love him/her?

Leadership

• Why is it important that unconditional love come from parents, even more so than from others?

Management

• How can receiving unconditional love affect a person’s ability to give love?
• What are the consequences of not encouraging self-worth in a child?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Student Body

• The Healthy You
• The Fit You
• The Real You
• The Resilient You

Competitive Event--STAR Events
Focus on Children
Interpersonal Communications
National Programs in Action
Professional Presentation
Teach and Train
Check the national website for online events
Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.2 Evaluate parenting practices that maximize human growth and development.

Task Number 99

Model effective communication skills to use with children.

Definition
Modeling should involve

- demonstrating active listening skills
- expressing caring and loving messages during everyday interactions
- demonstrating positive touch
- responding to children’s questions
- applying methods of positive reinforcement
- conveying clear instructions
- using tone of voice appropriate to the situation
- analyzing effects of respectful and disrespectful messages on children.

Process/Skill Questions

Thinking

- How do you feel when you believe someone is really listening to you? How do you know they are listening?
- Why is it important to respond to children’s questions? In what manner should you answer a child’s questions?

Communication

- What do each of these active listening skills contribute to good listening: encouraging, clarifying, restating, reflecting, summarizing, and validating?
- How do you show respect when speaking to a child?

Leadership

- Why is it sometimes difficult for parents to use positive reinforcement?
- In what ways do you or could you express caring and loving messages during everyday interactions?

Management

- What are the consequences of using positive reinforcement? Negative reinforcement?
- What are the consequences of conveying clear instructions? Of conveying unclear instructions?
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National Standards for Family and Consumer Sciences Education

13.3 Demonstrate communication skills that contribute to positive relationships.
15.2.2 Apply communication strategies that promote emotional well-being in family members.

Task Number 100

Examine age-appropriate discipline.

Definition
Examination should include
- differentiating between discipline, punishment, and guidance
- determining when to begin guidance in a given situation
- determining whether to discipline or guide in a given situation
- differentiating between natural and logical consequences
• evaluating appropriate or inappropriate parental responses to common childhood behaviors.

Process/Skill Questions

Thinking

• What does discipline mean to you?
• What is the purpose of discipline?
• What is the difference between discipline, punishment, and guidance?
• How do values influence disciplinary techniques?
• What discipline approaches are appropriate for children of different ages?

Communication

• What are the consequences of not communicating clear expectations to children when providing guidance? Discipline?

Leadership

• What effects do your discipline techniques have on the well-being of your child?
• Who do you think is responsible for disciplining a child?

Management

• What might be the consequences for the child if the discipline is not appropriate for the behavior? What might be the consequences for the person disciplining the child?
• Why is consistency important in discipline and guidance?

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Families First

• Families Today
• You Me Us
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• Parent Practice

Power of One

• A Better You
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• Working on Working
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Competitive Event--STAR Events

• Focus on Children
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• Professional Presentation
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.

Task Number 101

18 wk. (O)

Identify strategies to manage sibling rivalry.

Definition
Identification should include

- understanding the feelings of each child
- understanding personality characteristics of the youngest, middle, and older child
- spending time alone with each child
- understanding that sibling rivalry is natural
- understanding that each child wants to be first and best in the parents’ eyes
- understanding that siblings who fight at home will often protect one another outside of the home.

Process/Skill Questions

Thinking

- How might birth order affect sibling rivalry?
- Why do you think siblings are protective of one another outside the home?

Communication

- How can a parent communicate to each child that they are loved and appreciated uniquely and solely for the individual he/she is?
- How might the different parental expectations of the youngest, middle, and older child affect sibling rivalry?

Leadership

- Why do child experts say that there is less sibling rivalry between children who are at least three years apart from one another in age?
- What strategies could be implemented to ensure that parents spend regular time alone with each child?

Management

- What might be the consequences for all involved when a parent spends more time with one child?
- What strategies could a parent implement to encourage siblings to be involved in each other’s activities?
- How can responsible and caring family members and friends help you to spend time alone with each child?

FCCLA National Programs and Competitive Events

Families First
15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 102

Analyze stresses that affect families.

Definition
Analysis may include

- substance abuse
- abuse in the home environment
- environmental stresses (e.g., housing, neighborhood, crime, lack of safe play areas)
- extended/terminal illness
- blended families
- family loss (e.g., divorce, death, miscarriage)
- financial status
- parental employment status
- life events (e.g., moving, shared custody, adolescent pregnancy).

Process/Skill Questions

Thinking

- What fears or questions did you have as a child regarding a situation you thought was a crisis?
- What are some examples of family crises that could increase stress in a family?

Communication

- How can parents help their children deal with the emotions of divorce?
- What resources are available to help a person deal with alcohol or substance abuse?
• How does effective communication among family members reduce stress during a crisis?

Leadership

• How can strong values and a strong support system help a person deal with the stress and avoid substance abuse?
• What actions can a family take to reduce stress during times of crisis?

Management

• What steps might a family take to lower stress when faced with a financial crisis?
• What personal and community resources are needed for families to deal with everyday life events?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Financial Fitness

• Earning
• Spending
• Saving
• Protecting

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
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Competitive Event--STAR Events

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• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

13.1.6 Demonstrate stress management strategies for family, work, and community settings.

Task Number 103

Examine issues related to child abuse and neglect.

Definition
Examination should include
• identifying types and signs of abuse and neglect (e.g., failure to provide nutritious foods and proper medical care)
• defining shaken baby syndrome (SBS)
• developing procedures for protecting an abused and/or neglected child
• identifying procedures for reporting child abuse and neglect
• identifying community agencies that provide support and/or treatment for abused or neglected children
• identifying strategies for preventing abuse or neglect
• assessing the role of drugs, alcohol, or other substance use in child abuse and neglect
• identifying community resources that assist families with child abuse and/or neglect problems.

Process/Skill Questions

Thinking
• What are the underlying values associated with child abuse and neglect?
• How has society’s perceptions concerning disciplining children changed over the past 50 years?

Communication
• How might a lack of communication among family members lead to abuse and neglect?
• Where might a family go to find community resources and support in preventing abuse?
• What communication skills are needed for reporting possible abuse and neglect?

Leadership
• What legal responsibility do school personnel, family members, and neighbors have in preventing and reporting abuse?
• What self-regulation skills are needed to prevent abuse? How are these skills developed?

Management
• How could a lack of management skills lead to child abuse and neglect?
• What are the consequences of child abuse and neglect for the child? Other siblings? Family? School? Community? Future relationships?

FCCLA National Programs and Competitive Events

Community Service
• Learn
• Serve
• Lead

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

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

STAND Up
• Assess
• Educate
• Advocate

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

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
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National Standards for Family and Consumer Sciences Education

4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

Task Number 104

18 wk. (O)

Investigate family legal issues.

Definition
Investigation should include legal issues involving

• marriage, parenting, birth certificates, adoption
• noncustodial parent rights
• need for a will and power of attorney
• the importance of family services
• resources for seeking affordable legal services.

Process/Skill Questions

Thinking

• What changes have occurred in the family over the past century?
• How have legal issues regarding families changed over the past century? How have changing societal values affected these issues?
Communication

- What resources are available to families in need of affordable legal services?
- How can a family determine the reliability of legal services in the community?
- What conflicts may arise in a family when dealing with legal issues such as marriage, adoption, or child custody?

Leadership

- How do the legal responsibilities of the father of the baby differ when he is married or not married to the baby’s mother?
- Why is it important to consider all parties involved in a situation when dealing with legal issues?

Management

- Why is it critical to have a will and a power of attorney?
- What are the legal consequences of failing to plan for the future?

Where can a person get legal assistance when he/she has limited income?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Competitive Event—STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3.3 Analyze current laws and policies related to parenting.
Task Number 105

Identify community-based programs and resources that support family and child well-being.

Definition
Identification should include

- family resource centers
- preventive health care programs
- helplines
- family service programs from the Department of Health and the Department of Human Services
- recreation and leisure activities
- mental health resources
- early intervention programs.

Process/Skill Questions

Thinking
- What are the consequences for families who lack adequate support systems?
- What are the benefits for families who obtain adequate support systems?
- What are possible barriers to gaining support for a family?
- Why are resources of support essential?

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?
- How can you communicate the importance of family support systems to someone who is resistant?

Leadership
- What barriers do families face when attempting to find support?
- What leadership skills should be used to overcome these barriers?
- What ethical issues may arise when selecting sources of support?
- What ethical issues arise when referring another to sources for support?
- What organizations can you contribute to to offer support to others?

Management
- What criteria can be used to decide if 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 and Competitive Events

Community Service
- Learn
- Serve
• Lead

Families First
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• Balancing Family & Career
• Parent Practice

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• A Better You
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• Working on Working
• Take the Lead
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National Standards for Family and Consumer Sciences Education

15.3 Evaluate external support systems that provide services for parents.

Exploring Careers

Task Number 106
Assess work needs and values.

Definition
Assessment should include

• reasons people work
• needs of employers and employees
• factors that affect work ethic
• skills valued by employers
• importance of lifelong learning.

Process/Skill Questions

Thinking
• What are the most important outcomes of work?
• How do you define yourself in the workplace?

Communication
• What communication skills help you when you interact with others at work?
• How can work teach you about cooperation?

Leadership
• What kind of work would allow you to support yourself and your family?
• What skills are valued by employers? Which of these do you think you have?

Management
• What are the benefits of work in terms of health insurance and retirement?
• How do people develop a good work ethic?
• Is a good work ethic important to you? Why is a good work ethic important to our society?
• What are your needs as an employee?
• How can you help meet your employer’s needs?

FCCLA National Programs and Competitive Events

Career Connection
• My Skills
• My Life
• My Career
• My Plan

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• Working on Working
• Take the Lead
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Competitive Event--STAR Events
• Career Investigation
• Interpersonal Communications
National Standards for Family and Consumer Sciences Education

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

Task Number 107

18 wk. (O)

Examine equitable roles, rights, and responsibilities in the workplace.

Definition
Examination should include

- legislation that ensures equity
- discrimination issues
- harassment issues
- workplace violence
- stereotyping in the workplace
- family and medical leave options
- resources that address equity rights and responsibilities.

Process/Skill Questions

Thinking

- What are examples of discrimination?
- What are examples of stereotyping?

Communication

- How can you communicate fairness to others?
- Who is responsible for dealing with sexual harassment complaints in the workplace?

Leadership

- What leadership skills can help set the tone for equity in the workplace?
- What legislation deals with discrimination and sexual harassment?

Management

- Why was the Family and Medical Leave Act created? How does this law relate to your attendance policy at work?
- How can you ensure your rights with regard to family leave?

FCCLA National Programs and Competitive Events
National Standards for Family and Consumer Sciences Education

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

Task Number 108

Assess career interests and skills.

Definition
Assessment should be done by

- identifying own personal interests and skills
- identifying own career interests and options
- acquiring information/assistance using career assessment resources/agencies.

Process/Skill Questions
Thinking
- What careers interest you most?
- Who will be affected by your career choice?

Communication
- Which jobs best fit your interests?
- Which jobs best fit your skills?

Leadership
- What leadership skills would help you decide which job/career to pursue?
- How can career assessment resources/agencies help you identify your career interests and options?

Management
- What are the advantages of using practical problem-solving to select a career path?
- What are some online resources that are helpful in assessing your career interests and skills?

FCCLA National Programs and Competitive Events

Career Connection
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- My Life
- My Career
- My Plan

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- Family Ties
- Working on Working
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Competitive Event—STAR Events
- Career Investigation
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

Task Number 109

18 wk. (O)

Investigate career options.

Definition
Investigation should include

- information about traditional/nontraditional career options
- career clusters relevant to one’s own needs, interests, and abilities
- hands-on experiences relevant to selected careers
- advantages and disadvantages of working in a traditional/nontraditional career.

Process/Skill Questions

Thinking

- What influences in your environment have affected your thoughts about the work world?
- What are the differences between a job, an occupation, and a career?
- What kinds of traditional/nontraditional jobs might you be interested in?
- What are the advantages and disadvantages of working in a traditional/nontraditional career in relation to your lifestyle and needs?

Communication

- What information about career options can you find in The Occupational Outlook Handbook?
- How can a career center help you investigate career options?
- What information about career options can you find on the Internet?
- What resources can be found in a library to help you investigate traditional/nontraditional career options?

Leadership

- What information can you obtain from talking to people in selected jobs/careers?
- How can you arrange to shadow or intern in a selected job? Who can help you set up a job shadow or internship?

Management

- What steps will you need to take to interview people in selected jobs/careers?
- How can you match career clusters to your own needs, interests, and abilities?

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**National Standards for Family and Consumer Sciences Education**

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

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**Task Number 110**

**Develop a career plan.**

**Definition**
Development should include

- long-term goals
- clarification of work needs, values, skills, and interests
- use of career-planning resources
- opportunity to talk with or shadow a professional in a career of interest
- review of career choices and projected changes/trends.

**Process/Skill Questions**

**Thinking**

- What is the importance of having a career plan?
- What do your career goals say about your values and attitudes about work?
- How do favorite classes and hobbies give an indication of your interests?
- Why do you think people do not reach work-related goals?
- What are your goals related to work?
Communication

- What can you learn by interviewing people in a selected career?
- What resources are available to help you analyze your needs, values, skills, and interests?

Leadership

- What are some personal values you have about work?
- Which career values are most important to you?

Management

- What are the specific tasks you carry out when you are doing things that interest you?
- Why is a person more likely to succeed in a job that matches his/her personal values?

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- My Plan

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- Job Interview
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National Standards for Family and Consumer Sciences Education

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

Applying Employability Skills
Task Number 111

Interpret results of a career assessment.

Definition
Interpretation should include

- skills
- interests
- values
- career options
- Virginia Wizard.

Process/Skill Questions

Thinking

- How can you determine if you have a realistic idea of how the work world operates?
- What are your hopes and dreams for the future?
- What is it about yourself that makes you most proud?
- How might faulty assumptions limit dreams? Limit job pursuit?
- What are your needs and wants in terms of employment?

Communication

- What resources are available to help you research the job market?
- What jobs/careers are most in demand? Moderate? Least? How will this information affect your employment?
- What resources can provide you with reliable information about the job trends in your field of interest?

Leadership

- Do your job skills match the kind of work you would like to do?
- How might your age and experience be factors in finding employment?
- What kind of an attitude and outlook will help you find employment?
- What makes you a strong potential employee?

Management

- What aspects of your lifestyle will influence your employment?
- What lifestyle changes are you willing to make to find employment? Which changes are you unwilling to make?

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Career Connection

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- My Life
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- My Plan

Power of One

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**Competitive Event--STAR Events**
- Career Investigation
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- Job Interview
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- Professional Presentation
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**National Standards for Family and Consumer Sciences Education**

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

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**Task Number 112**

18 wk. (O)

**Develop a job search plan.**

**Definition**
Development should include

- deciding on job search methods
- identifying job leads
- determining which job leads to pursue
- identifying salary options and benefit packages.

**Process/Skill Questions**

**Thinking**

- Why are behaviors often based on previous experience and values?
- What can you do to gain a fresh perspective on your behaviors and their outcomes?

**Communication**

- Which job search methods will you use?
- How can you use your networks and connections to your advantage?
- How can reading trade magazines and newspapers prepare you for your job search?

**Leadership**

- What method can you use to compare jobs, their options, and benefit packages?
- What are your job leads?

**Management**

- How do some companies advertise job openings?
• How do some companies recruit new employees?
• How does this information affect your preparation?

FCCLA National Programs and Competitive Events

Career Connection
• My Skills
• My Life
• My Career
• My Plan

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

Competitive Event--STAR Events
• Career Investigation
• Job Interview
• National Programs in Action
• Professional Presentation
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

1.2.2 Demonstrate job seeking and job keeping skills.

Task Number 113

Apply communication skills to employment search.

Definition
Application should include

• making a telephone contact
• developing networking contacts
• preparing a résumé
• completing a job application form
• identifying and requesting permission for references
• writing a cover letter and a thank-you letter.

Process/Skill Questions

Thinking
• Why is making a good first impression important when seeking employment?
• What information should your résumé convey to potential employers?

Communication

• What resources provide reliable information about job trends in your field of interest?
• What information should you include in a cover letter?
• What points should you emphasize in a thank-you letter?

Leadership

• How does your attitude and outlook help you find employment regardless of your age, level of experience, education, skills, and training?
• What are transferable job skills?
• How can skills developed in one job be helpful in obtaining a different job?

Management

• What steps can you take to improve your communication skills?
• Why should you tell others in your network that you are seeking employment?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Power of One

• A Better You
• Family Ties
• Working on Working
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Competitive Event--STAR Events

• Career Investigation
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• Professional Presentation
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National Standards for Family and Consumer Sciences Education

1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.

Task Number 114

18 wk. (O)

Demonstrate interview skills.
Definition
Demonstration should include

- appropriate grooming and attire
- effective verbal and nonverbal communication
- professional demeanor
- display of job qualifications
- evaluation of interview
- preparedness to respond to illegal interview questions.

Process/Skill Questions

Thinking

- How does what we wear affect others’ perceptions of us?
- Why is your appearance at work important to your employer?
- How does dress affect how we feel about ourselves?

Communication

- What interview questions are illegal? Why are they considered illegal?

Leadership

- What does it tell a potential employer about you if you ask questions during the interview?

Management

- Why is your behavior in an interview important?
- What are the dos and don’ts in a job interview?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Power of One

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Competitive Event--STAR Events

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National Standards for Family and Consumer Sciences Education

1.2.2 Demonstrate job seeking and job keeping skills.

Managing Economic Resources and Expenditures

Task Number 115

Outline costs and benefits associated with employment.

Definition
Outline should include transportation, clothing, childcare, meals, health insurance, educational training, and time off (e.g., sick leave, family leave, vacation, personal leave).

Process/Skill Questions

Thinking
- What are your options for transportation to and from work?
- How can you save money on meals when working?

Communication
- What is appropriate dress for your job?
- How can you budget for clothes?

Leadership
- What are your options and the costs of childcare?
- How can you be sure you understand the policies regarding time off? Why is this important to do before you take a job?

Management
- What kinds of jobs offer paid educational training?
- What kinds of health insurance plans do various jobs offer?

FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

Families First
- Families Today
- You Me Us
- Meet the Challenge
Task Number 116

Develop a personal income and expense plan.

**Definition**
Development should include

- distinguishing between needs and wants
- identifying factors that affect spending
- developing a financial plan
- identifying resources and ways to cope with financial crises.

**Process/Skill Questions**

**Thinking**

- How would you describe your spending patterns?
- What influences your spending?
- What spending habits would you like to change?
- Which of the goods and services you purchase would you consider to be needs? Which would you consider to be wants?

**Communication**

- What resources are available to help you develop a financial plan?

**Leadership**

- What are various options for coping with a financial crisis?
What are the short- and long-term consequences of coping with a financial crisis?

Management

- What are the consequences of having or not having a spending plan?
- How can impulse-buying affect your money management?

FCCLA National Programs and Competitive Events

**Families First**
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Financial Fitness**
- Earning
- Spending
- Saving
- Protecting

**Power of One**
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**Competitive Event--STAR Events**
- Career Investigation
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.

---

**Task Number 117**

**18 wk. (O)**

**Evaluate use of credit.**

**Definition**

Evaluation of credit should include

- types of credit
- advantages and disadvantages of using credit
- cost of credit
- interest-free credit
- credit rating
- debt-to-income ratio
- first-time homebuyer incentives
- identify theft
- debt management
- rent-to-own businesses.

**Process/Skill Questions**

**Thinking**

- Why may misuse of credit result in financial disaster?
- Why may a sale item purchased on credit not really be a great buy?
- How can credit be important in an emergency situation?
- What is the safety factor in using credit cards?

**Communication**

- What resources are available to help you understand how interest on credit cards are applied?
- Why are interest rates usually higher for revolving credit (charge cards) than installment credit obtained through banking?

**Leadership**

- Why don’t people usually figure out their monthly payment and compare it to their budget before they use a credit card?
- What goods and services could you purchase on sale, using credit, without affecting your budget negatively?

**Management**

- What is the difference between installment credit and revolving credit?
- What are the definitions of *collateral* and *line of credit*?

**FCCLA National Programs and Competitive Events**

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**STAND Up**
• Assess
• Educate
• Advocate

**Competitive Event–STAR Events**
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

3.3.3 Analyze the effect of consumer credit on short and long-term financial planning.

3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

---

**Task Number 118**

**Examine the services provided by financial institutions.**

**Definition**
Examination should include

• types of financial institutions
• types of available services (e.g., checking and savings accounts, retirement accounts, loans, mortgages, investments)
• payday lending operations
• cost of maintaining accounts
• interest on accounts
• available monthly statement information
• minimum balance
• additional services with accounts.

**Process/Skill Questions**

**Thinking**

• If you are unable to keep a minimum balance in your checking account, which type of account should you use?
• How can using checks be a way to keep a record of your spending habits?

**Communication**

• What bank employees can help you understand costs and interest associated with savings and checking accounts, debit cards, and online banking?
• What kinds of additional services can be obtained with savings and checking accounts?
Leadership

• How can you determine which banks offer the best savings and checking options?

Management

• What are the features of a minimum-balance account, a budget account, and an interest-bearing checking account?

FCCLA National Programs and Competitive Events

Families First

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Financial Fitness

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STAND Up

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• Advocate

Competitive Event--STAR Events

• Interpersonal Communications
• National Programs in Action
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

3.3 Analyze factors in guiding development of long-term financial management plans.

Task Number 119

18 wk. (O)

Evaluate types of insurance.
Definition
Evaluation should include

- health insurance
- homeowners/renters insurance
- automobile insurance
- liability insurance
- disability insurance
- life insurance.

Process/Skill Questions

Thinking
- How does insurance protect against financial loss associated with damage to personal property?
- How can you know exactly how much an insurance policy will pay if you experience financial loss?

Communication
- What is the difference between basic medical insurance and major medical insurance?
- How can you compare term and cash value life insurance?
- What resources can help you understand and choose the types of insurance that best suit your needs?

Leadership
- How could your financial security be at risk because of liability?
- How could someone be hurt on your property when they are visiting you?

Management
- Why are group health insurance policies usually lower in cost than health policies purchased by individuals?
- How much life insurance do you need?

FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

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

Financial Fitness
- Earning
- Spending
Saving
Protecting

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

STAND Up
• Assess
• Educate
• Advocate

Competitive Event--STAR Events
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

3.3.5 Examine the effects of risk management on long-term financial planning.

Task Number 120

Research programs and services offered by public assistance agencies.

Definition
Research should include

• determining when help is needed
• identifying the type of help or support that is needed (e.g., physical, cognitive, emotional, professional, social, medical)
• determining reliable sources of information about the help needed
• gathering information about resources
• investigating ways to access the resources
• determining if the resource is effective
• resuming the search if necessary.

Process/Skill Questions

Thinking

• What factors influence a person’s willingness or ability to seek help?
• What criteria should be used to evaluate the adequacy and reliability of a resource?
• What are the similarities and differences between informal support and professional help?
• What ethical concerns are present in the search for assistance?

Communication
• What communication skills do you need to articulate your need for help and to make effective use of resources?
• How do you feel about asking for help?

Leadership

• What can leaders do to encourage people to seek help when the need is evident?
• What leadership techniques are common to human services providers?

Management

• What management strategies can you use to ensure that individuals or groups seek appropriate help when needed?
• What resources do you need to find and select adequate, reliable help?
• What criteria can be used to determine when support is no longer needed?

FCCLA National Programs and Competitive Events

Community Service

• Learn
• Serve
• Lead

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.
<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balancing Work and Family</strong></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Describe concerns of working parents.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>40</td>
<td>Examine the effects of work stress on the family.</td>
</tr>
<tr>
<td>41</td>
<td>Analyze the balance of work and family life.</td>
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<tr>
<td>42</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<tr>
<td>43</td>
<td>Identify management strategies for balancing work and family roles.</td>
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<tr>
<td>44</td>
<td>Analyze the interrelationship of individual and family goals and principles to work goals and principles.</td>
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<td>45</td>
<td>Summarize ways social, economic, and technological changes influence work and family dynamics.</td>
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<td>46</td>
<td>Develop strategies for sharing responsibilities to manage family and work.</td>
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<td>SOL Correlations</td>
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<tr>
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</tr>
<tr>
<td><strong>Creating and Maintaining Healthy Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Apply problem-solving processes to individual and family problems.</td>
</tr>
<tr>
<td>48</td>
<td>Describe caring, respectful, and responsible relationships.</td>
</tr>
<tr>
<td>49</td>
<td>Identify strategies for establishing and maintaining friendships.</td>
</tr>
<tr>
<td>50</td>
<td>List characteristics of healthy and unhealthy dating relationships.</td>
</tr>
<tr>
<td>51</td>
<td>Analyze factors contributing to a successful marriage.</td>
</tr>
<tr>
<td>52</td>
<td>Describe characteristics of healthy families.</td>
</tr>
<tr>
<td>53</td>
<td>Describe the significance of caring, respectful, and responsible relationships.</td>
</tr>
<tr>
<td>54</td>
<td>Identify ways to relate to people of different ages, abilities, genders, and cultures.</td>
</tr>
<tr>
<td>55</td>
<td>Identify conflict-resolution strategies.</td>
</tr>
<tr>
<td>56</td>
<td>Practice conflict resolution.</td>
</tr>
<tr>
<td>57</td>
<td>Explain the effect of personal standards and codes of conduct on interpersonal relationships.</td>
</tr>
<tr>
<td><strong>Developing Self-Esteem</strong></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Define self-esteem.</td>
</tr>
<tr>
<td>59</td>
<td>Create a plan to achieve personal goals.</td>
</tr>
<tr>
<td>60</td>
<td>Develop a personal time management plan.</td>
</tr>
<tr>
<td>61</td>
<td>Analyze the effects of adolescent pregnancy on self-esteem.</td>
</tr>
<tr>
<td><strong>Using Effective Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Analyze communication skills and patterns.</td>
</tr>
<tr>
<td>63</td>
<td>Identify factors that affect family communication.</td>
</tr>
<tr>
<td>64</td>
<td>Develop strategies for improving communication.</td>
</tr>
<tr>
<td>65</td>
<td>Demonstrate assertiveness.</td>
</tr>
<tr>
<td><strong>Promoting Wellness and Prenatal Care</strong></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Describe the early signs of pregnancy.</td>
</tr>
<tr>
<td>67</td>
<td>Describe prenatal development.</td>
</tr>
<tr>
<td>68</td>
<td>Develop a plan to meet nutritional needs of pregnant adolescents.</td>
</tr>
<tr>
<td>69</td>
<td>Describe genetic influences on the fetus.</td>
</tr>
<tr>
<td>Task/Competency</td>
<td>SOL Correlations</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>70 Investigate effects of harmful substances and environmental chemicals on the unborn child.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>71 Analyze effects of sexually transmitted infections (STI).</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>72 Develop an exercise plan for pregnant adolescents.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>73 Evaluate emotional needs of the pregnant adolescent.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>74 Identify discomforts and possible complications during pregnancy.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>75 Evaluate newborn feeding options and support systems.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>76 Describe the processes of labor and delivery.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>Promoting Postnatal Care</strong></td>
<td></td>
</tr>
<tr>
<td>77 Describe postpartum care.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>78 Demonstrate the care of a newborn.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>79 Examine decisions related to sexual activity following pregnancy.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td><strong>Evaluating the Cost of Parenthood</strong></td>
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<tr>
<td>80 Estimate financial costs of parenthood.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>History:</td>
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<tr>
<td>WG 17</td>
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<td>WHII 8, 14</td>
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<tr>
<td>VUS 8, 14</td>
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<tr>
<td>Govt 9, 14, 15</td>
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<tr>
<td>81 Analyze legal issues related to parenthood.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>Govt 9, 14, 15</td>
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<tr>
<td>82 Analyze community programs and resources that offer health care or financial assistance.</td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td><strong>Adjusting to Parenthood</strong></td>
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<tr>
<td>83 Examine attitudes and expectations related to parenthood.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>84 Examine parental roles, rights, and responsibilities.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>85 Assess stresses related to adolescent parenthood.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>86 Apply coping strategies to stressful situations.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td><strong>Understanding Child Development</strong></td>
<td></td>
</tr>
<tr>
<td>87 Describe the parental role in overall child development.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>Task/Competency</td>
<td>SOL Correlations</td>
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<tr>
<td>88 Examine growth and developmental needs of children from birth to one year of age.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>89 Examine growth and developmental needs of children from one to three years of age.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>90 Examine growth and developmental needs of preschool children.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>91 Plan meals for infants, toddlers, and preschoolers.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>92 Evaluate children's hygiene needs.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>93 Analyze safety practices and hazards.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>94 Research the effects of media and technology on children.</td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<td>History:</td>
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<td>VUS 8, 14</td>
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<td>Govt 9, 14, 15</td>
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<tr>
<td>95 Demonstrate basic first aid and CPR techniques or procedures.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>96 Examine health and wellness considerations for infants through preschoolers.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>97 Evaluate childcare services.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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**Managing Family Relationships**

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
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</thead>
<tbody>
<tr>
<td>98 Explain the need to foster self-worth in a child.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>99 Model effective communication skills to use with children.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>100 Examine age-appropriate discipline.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>101 Identify strategies to manage sibling rivalry.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>102 Analyze stresses that affect families.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>104 Investigate family legal issues.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>History:</td>
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<td>VUS 8, 14</td>
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<td>Govt 9, 14, 15</td>
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<tr>
<td>105 Identify community-based programs and resources that support family and child well-being.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>History:</td>
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<td>Govt 9, 14, 15</td>
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**Exploring Careers**

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<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
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</thead>
<tbody>
<tr>
<td>106 Assess work needs and values.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>107 Examine equitable roles, rights, and responsibilities in the workplace.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>Task/Competency</td>
<td>SOL Correlations</td>
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<tr>
<td>108 Assess career interests and skills.</td>
<td>WG 17, WHII 8, 14, VUS 8, 14, Govt 9, 14, 15</td>
</tr>
<tr>
<td>109 Investigate career options.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>110 Develop a career plan.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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</tbody>
</table>

**Applying Employability Skills**

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Interpret results of a career assessment.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>112 Develop a job search plan.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>113 Apply communication skills to employment search.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>114 Demonstrate interview skills.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
</tbody>
</table>

**Managing Economic Resources and Expenditures**

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>115 Outline costs and benefits associated with employment.</td>
<td>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</td>
</tr>
<tr>
<td>116 Develop a personal income and expense plan.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>117 Evaluate use of credit.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>118 Examine the services provided by financial institutions.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>119 Evaluate types of insurance.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>120 Research programs and services offered by public assistance agencies.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
</tbody>
</table>
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+)
- Leadership Essentials Assessment
- 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.

- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- Fashion Careers I (8280/36 weeks, 280 hours)
- Fashion Careers II (8281/36 weeks, 280 hours)
- Hospitality, Tourism, and Recreation I (8202/36 weeks, 280 hours)
- Hospitality, Tourism, and Recreation II (8203/36 weeks, 280 hours)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8210/36 weeks)
- Individual Development (8209/18 weeks)
- Interior Design I (8295/36 weeks, 280 hours)
- Interior Design II (8296/36 weeks, 280 hours)
- Introduction to Culinary Arts (8250/36 weeks)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Family and Human Services (8237/18 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Introduction to Fashion Careers (8248/36 weeks)
- Introduction to Fashion Careers (8247/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8258/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8259/36 weeks)
- Introduction to Interior Design (8255/36 weeks)
- Introduction to Interior Design (8254/18 weeks)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Nutrition and Wellness (8228/18 weeks)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Development and Services</td>
<td>Child Care Worker</td>
</tr>
<tr>
<td></td>
<td>Nanny</td>
</tr>
<tr>
<td></td>
<td>Parent and Family Educator</td>
</tr>
</tbody>
</table>