Individual Development

8209 18 weeks

8210 36 weeks

Table of Contents

Acknowledgments ................................................................................................................................................................... 1
Course Description .................................................................................................................................................................. 2
Task Essentials List ................................................................................................................................................................. 2
Curriculum Framework ........................................................................................................................................................... 4
SOL Correlation by Task ...................................................................................................................................................... 68
Collaborative Lesson Idea ..................................................................................................................................................... 70
Teacher Resources ................................................................................................................................................................ 71
Appendix: Credentials, Course Sequences, and Career Cluster Information ................................................................. 72

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Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Individual Development students focus on cultivating positive self-esteem; developing skills to build healthy relationships with family, peers, and community members; managing stress and conflict; and preparing to become college- and career-ready.

Task Essentials List

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

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Legend: + Essential 〇 Non-essential ◌ Omitted

## Curriculum Framework

### Managing Work and Family Responsibilities for the Well-Being of Self and Others

#### Task Number 39

**Analyze the meaning of work and the meaning of family.**

**Definition**

Exploration may include

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

Process/Skill Questions

Thinking

• What factors should be considered when analyzing work and family structures?
• What criteria should be used to assess work and family systems?
• What are the similarities between the roles and responsibilities of employed workers and family members? How do these roles and responsibilities differ?
• How would you compare the role of management in the workplace with the role of management in the family?

Communication

• Why should the workplace be respectful of the family and individuals?
• How can you emphasize the values of work and family?
• How can family members at different stages of the family life cycle advocate for their values and choices?

Leadership

• How can the family and the employer develop leadership skills in individuals?
• What leadership techniques do you need to develop?
• How can leadership skills be integrated into the family and the workplace?
• What leadership opportunities allow for capacity building (opportunities to build soft skills, technical skills, etc.)?

Management

• How can the opportunities for capacity building be honed in the family environment and then transferred to the professional environment?
• How can you develop a life plan that reflects family values?
• How can your management skills be integrated into the family? Into the workplace?
• What resources can help you determine your work and family values?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

6.1.1
Analyze family as the basic unit of society.
6.1.2
Analyze the role of family in transmitting societal expectations.

6.1.4
Analyze the role of family in teaching culture and traditions across the life span.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship
Interpersonal Communications
Job Interview
Professional Presentation
Task Number 40

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

Definition

Comparison should include topics involved in work and family roles, such as

- health and well-being
- financial issues
- social issues
- intellectual issues
- emotional issues
- cultural issues
- ethical issues.

Process/Skill Questions

Thinking

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

Communication

- How can you communicate the importance of work life to family members 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 family?

Leadership

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

Management

- How can your management skills be integrated into the family? Into the workplace?
- What resources can help you analyze and manage ways that families are affected by work life and ways work is affected by family life?
• What management skills are needed to minimize the effects of family life on work and the effects of work on family life?
• What resources can help you identify your values in work and family?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.

1.1.5
Determine goals for life-long learning and leisure opportunities for all family members.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification of management strategies should include

- stages of the family and career life cycle (e.g., independence stage, coupling stage, parenting stage, launching stage [also known as the empty nest], and senior stage)
- family and work values
- prioritization of family and work responsibilities
- use of time
- use of technology
- organization
- strategies to manage stress
- health and safety needs of family members (e.g., physical health, mental health, substance abuse, disabilities)
- conflict resolution

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and workplace productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should be considered when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being beyond the workplace?
- 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 to develop strategies for balancing work and family roles?
- How can you communicate to others the importance of balancing work and family roles?
- How can the lack of communication hinder work environments? Family environments?
Leadership

- What leadership techniques can you use to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess efforts at balancing work and family roles?

Management

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

National Standards for Family and Consumer Sciences Education

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

2.1.1
Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)
Task Number 42

Identify the steps required to take responsible action in families, workplaces, and communities, using reasoning processes, individually and collaboratively.

Definition

Identification should include

- defining "responsible action"
- examining and forming goals or valued ends and focusing on priorities which meet both group and individual needs
- interpreting contextual information
- obtaining and using technical information and skills
- communicating effectively to maximize unified group efforts
- analyzing strengths and weaknesses of group members so appropriate roles may be assigned
- determining alternatives when problems arise in groups
- deciding upon appropriate action
- considering alternatives and consequences of decision
- establishing motivational techniques for implementation
- implementing actions that satisfy appropriate formal and/or informal rules that govern group actions and behaviors.

Process/Skill Questions

Thinking

- How can individual and group priorities differ in a family workplace and community?
- What challenges might a family face in taking responsible actions when facing a lack of technology resources?
- Why should a list of alternatives be formulated when actions are needed to respond to a problem?
- What consequences might occur if actions taken in a group do not fit formal or informal rules of the group?
Communication

- What are some examples of statements that might promote efforts to reach goals?
- How can both inflammatory and gentle encouraging statements motivate groups to take positive actions?
- Why is earning respect key in communication?

Leadership

- Why are leaders good at prioritizing and communicating?
- Why is effective listening a leadership skill?
- Why is it difficult to take responsible action when rules governing a group are not understood?

Management

- Why might limiting roles be as important as maximizing them?
- What is the best way to define roles for group members?
- Why is it important to continually direct group members toward priorities in order to complete tasks?
- What are motivational techniques and how do they benefit families, workplaces, and communities?

FCCLA National Programs

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Working on Working
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation

Exploring Personal Development
Task Number 43

Identify factors that affect identity, personality, and self-esteem.

Definition

Identification should include

- describing the effects of an individual’s social and physical environment
- describing how self-awareness influences individual development (e.g., strengths and weaknesses of personality types, methods for working collaboratively with different personality types, recognizing personal triggers)
- describing areas affected by self-esteem (e.g., internal source, unique talents, positive focus, personal integrity, humanness, culture, gender identity, gender expression, disabilities, mental health), and how to ensure that “stigma” does not affect self-esteem
- listing situations that have positive and negative influences on one’s view of self and others
- distinguishing between facts and myths regarding self-esteem.

Process/Skill Questions

Thinking

- How do peers affect an individual and how he/she develops?
- Can people be categorized according to their personal characteristics? If so, what categories should be used?
- Are social or hereditary factors more important in determining the personal development of individuals? Explain.
- Why is it important to value individual differences?
- How might a lack of accommodations impact the self-esteem of an individual with a disability (e.g., physical, developmental)? An English language learner?
- What accommodations should be provided to ensure all students are accommodated in the classroom? What technology tools can help make accommodations?

Communication

- What can a person’s method of communication reveal about their individual characteristics?
- How can a person’s social environment affect communication skills?
- How can children with poor communication skills become more effective communicators?
- Why is sign language still vital to communication, even when there are technology tools to aid in communication?

Leadership

- From what environments do leaders typically emerge?
- What individual characteristics are best for leaders?
• How have minority leaders overcome traditional biases?

Management

• What effect do personal organizational skills have on happiness?
• How can a person determine if they are properly managing their behavior?
• How can long-range planning that balances physical and mental activities improve personal development?

FCCLA National Programs

Families First: Families Today
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action
Task Number 44

Analyze how family influences the development of personal identity and self-esteem.

Definition

Analysis should include

- taking a self-inventory and evaluating how the results relate to self-esteem
- identification of how personal identity will evolve over the course of the lifespan
- recognizing low self-esteem
- developing strategies to reinforce high self-esteem and decrease low self-esteem by focusing on recognizing skills, feeling appreciated, and being responsible
- identifying the significance of birth order across cultures
- describing how family behaviors can affect future interpersonal relationships and physical and mental health
- identifying family activities and communication methods that can affect educational and professional success
- describing how family affects the individual's sense of "right" and "wrong" (i.e., morality).

Process/Skill Questions

Thinking

- How does the amount of time and commitment shown by parents toward their family affect children?
- What are the most effective ways a family can build personal development and self-esteem in children?
- What is the relationship between parents' jobs and interests and the choices made by their children?
- How can a family’s history help or hinder one’s personal identity?

Communication

- How do parents convey attitudes toward diet, exercise, education, and career choices?
- Are families or laws more effective communicators of what is “right” or “wrong”? Explain.
- How do parents affect the self-esteem of their children?

Leadership

- What family actions can build or negate individual development related to leadership?
- Do children imitate parental leadership actions they see? Explain.
- How might leadership attitudes be affected differently in single-parent homes?

Management
• How do parents affect development related to attitudes and approaches to interpersonal relationships?
• Will well-organized parents always produce similar characteristics in their children? Why or why not?
• How does a family’s socioeconomic status affect family-management choices?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 45

Propose strategies that promote positive physical, emotional, intellectual, and social development.

Definition

Proposal should include

• conditions that impair development
• resources available to address those conditions
- conditions that may impair physical, emotional, intellectual, spiritual, and social development
- activities that promote overall development during stages of life (e.g., infancy, early childhood)
- support resources for the workplace (e.g., workplace wellness, access to mental health resources, Americans with Disabilities Act [ADA] compliance)
- strategies to manage stress.

Process/Skill Questions

Thinking

- How might abuse affect individual development? Foster care? Divorce?
- How can social activities positively and negatively affect personality?
- How can finding a balance between work and leisure improve one's quality of life?
- How can technology positively impact development? How can it negatively impact development?
- What barriers might prevent an individual or family from accessing needed resources?
- How can individuals or families in remote areas access resources? Urban areas with overburdened resources?

Communication

- Why is it important to express individual concerns to doctors, teachers, parents, and trusted others?
- Why is honesty essential to good communication?
- Can an individual be a poor verbal communicator and still have a meaningful social relationship? Explain.

Leadership

- Do great leaders possess more social or intellectual skills? Explain.
- What is your definition of quality of life?
- How can stress affect personal relationships?
- How can intellectual development be continued after schooling is complete?

Management

- How can one make time for exercise, even in a busy schedule?
- In what healthy physical activities can the average person participate throughout his or her life?
- In what healthy mental activities can the average person participate throughout his or her life?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us
Identifying Consequences of Personal Decisions

Task Number 46

Summarize the decision-making process.

Definition

Summary should include the following concepts:
There are many models for making decisions—from listing pros and cons, to simple prioritization, to assessment of opportunity cost.

Decision-making processes may be conditional, based on settings and goals (e.g., individual/group, workplace/social, logical/emotional).

Good decisions are usually made after identifying the need for a decision, assessing a number of decisions and their potential outcomes, choosing one decision to implement, implementing that decision, and reviewing or evaluating that decision for future reference.

It is important to identify the impact(s) or potential outcomes on self and others.

**Process/Skill Questions**

**Thinking**

- Why is reflection on past decisions essential to the decision-making process?
- Why might decisions involving your personal life be easier than ones that affect other people?
- Think of a recent decision you made or are in the process of making. What was/is the focus or need for the decision?
- Why is making a list of pros and cons for a decision always a good idea?

**Communication**

- Why does one need to communicate effectively with those who may be effected by your decisions?
- Why is honesty crucial to making good decisions?
- Is it more important to use simple terms or great detail when communicating your decision-making process? Explain.

**Leadership**

- Why is it important that an effective leader have open lines of communication with assistants during the decision-making process?
- How is implementing decisions a key leadership skill?
- Why are poor outcomes from decisions often your best teachers?

**Management**

- Why should you try to avoid making too many big decisions in a short time?
- How do your priorities and values affect the decisions you make?
- Sometimes enormously important decisions have to be made almost instantaneously. What are the most important considerations when making quick but important decisions?

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

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

**Power of One: A Better You**
Task Number 47

Assess potential consequences and responsibilities of decisions.

Definition

Assessment should include

- determining how the decision might impact yourself and others
- determining resources and assistance needed to implement the decision
- listing barriers to implementation and deciding how to deal with them.

Process/Skill Questions

Thinking

- What are the main barriers related to implementation of decisions that should be considered?
- How does proper evaluation of past decisions assist future decisions? Why?
- Why are decisions sometimes limited by the resources and skills of those who will implement the decisions?

Communication

- If a decision fails, what are the best ways to communicate your reasons behind it?
- Why is it important to encourage input and to listen carefully to assistants before a decision is made?
- What are some key words that should be used to encourage others to follow a decision?

Leadership
• Why should a good leader always consider the consequences of a decision?
• How does predicting results aid the decision-making process?
• Are leaders who don’t care as much about consequences of decisions better than ones who care deeply about their decisions? Why or why not?

Management

• Why are preparation and research prior to making a decision equally important to the final decision?
• What factors make for easier decisions?
• How do you determine from whom you should take advice about decisions?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 48

Evaluate the effects of decisions on physical health, emotional and mental well-being, family, interpersonal relationships, employment, and society as a whole.

Definition

Evaluation should include
• testing the solution
• reflecting on why the chosen solution was or was not best for self and others
• identifying skills and knowledge gained as a result of the problem-solving process.

Process/Skill Questions

Thinking

• What are some examples of decisions you might make that could impact society as a whole?
• Do all decisions have to be carefully evaluated? Explain.
• What are the most important decisions you have made?

Communication

• How can you evaluate whether you are effectively communicating in an interpersonal relationship?
• How can you use past job interviews to improve future ones?
• Should you always avoid hurting others when making decisions? Explain.

Leadership

• How can leaders protect their physical and emotional health when making big decisions?
• Why might some leaders feel that “it is lonely at the top”?
• In some nations, leaders of companies simply motivate and assist workers who make ultimate decisions because those employees actually work on implementation. What are the advantages and disadvantages of this format?

Management

• How can stress reduction be beneficial to making good decisions?
• How can one effectively evaluate management processes related to decision-making?
• Why can organizing family members and/or friends to implement decisions be more difficult than organizing fellow workers on the job?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties
Transitioning to Independent Adulthood

Task Number 49

Analyze adjustments necessary to achieving independence.

Definition

Analysis should include the adjustments needed to establish individual values, goals, education, and income, including

- identifying physical, emotional, intellectual, and social changes of adolescence
- identifying strategies that will enhance personal development
- distinguishing between behaviors that are self-forming and those that are self-destructive.

Process/Skill Questions

Thinking

- What are the characteristics of the different levels of adolescent development?
- How can families help prepare their children for life as an independent adult?
- What can be learned from historical perspectives and theories on adolescent development?
• How do current research, trends, and practices improve our growth and development across the life cycle?
• What factors will affect growth and development across the life cycle?
• What personal and social forces might limit growth and development across the life cycle?

Communication

• In what ways is communication influenced by personality? Temperament?
• What can you assume about the level or nature of adolescent communication based on theories of adolescent development?
• What types of communication might enhance the family environment? Social environment? Work environment?

Leadership

• What skills might help promote growth and independence?
• What personal goals might promote independence?
• What actions might promote growth and independence?

Management

• What resources impact growth and independence?
• What actions can individuals, family, and society take to promote growth and independence?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management
Task Number 50

Identify responsibilities of living as an independent adult.

Definition

Identification should include

- shelter, food, and exercise
- work and family obligations
- financial responsibilities
- management of resources (e.g., time, financial, clothing, transportation)
- safe and responsible use of technology (e.g., social media, online banking)
- personal values
- social obligations and needs, including good citizenship.

Process/Skill Questions

Thinking

- What is meant by “good citizenship”?
- Why is it important? What are the benefits of exercise? What are the consequences of not exercising?
- How might society benefit or be harmed by your actions as an independent adult?
- How can individuals in supported living achieve levels of independence?
- How do underfunded resources or agencies impact levels of independence?

Communication

- What questions should you ask to gain an understanding of your responsibilities as an independent adult?
- What skills do you need to manage personal and social obligations as an independent adult?
- How can collaboration help you manage personal and social obligations?

Leadership

- How do leaders advocate for independent adult responsibilities and values?
- How do our actions communicate our values?
- How do leaders solve social problems that limit their freedoms and rights?
Management

- How might changing your personal or social condition also affect your resources?
- What resources are available to adults to help manage personal and social influences on independent living?
- If mismanaged, how might personal and social influences affect adults?

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You
Task Number 51

Describe the way(s) healthy relationships are developed.

Definition

Description should include establishing

- communication
- trust and dependability
- empathy and honesty
- personal values and needs, including rights
- boundaries.

Process/Skill Questions

Thinking

- What are the characteristics of a respectful, healthy relationship?
- What are the signs of an unhealthy relationship?
- What are various types of relationships?
- What can be done to cultivate respectful, healthy relationships?
- How do relationships change as one ages and matures?

Communication
• How do we demonstrate respect in everyday communication?
• Why might others have different and equally valid opinions and perspectives?
• How do communities benefit from diversity?

Leadership

• What leadership skills do you need to foster respectful, healthy relationships?
• What traditions and social norms contribute to respectful, healthy relationships?
• How can you encourage respectful, healthy relationships at school?

Management

• What resources can you apply to create respectful, healthy relationships?
• What personal and environmental factors can contribute to unhealthy relationships?
• What are the personal, family, and social benefits of fostering respectful, healthy relationships?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 52
Determine the family’s influence on the individual’s ability to develop healthy relationships outside of the family.

Definition

Determination should include

- the direct correlation between family relationships (strengths and deficiencies) and relationships developed outside of the family
- family's worldview (e.g., socioeconomic, religious, political)
- family structure.

Process/Skill Questions

Thinking

- What factors have the biggest influence on your needs?
- How can family relationships contribute to your relationships outside the family?
- How does your family’s worldview influence your personal worldview? How does this impact your relationships outside of the family?
- What are some personal characteristics that can adversely affect your relationships in the community or in the workplace?

Communication

- What is the importance of communication in your family?
- How can communication within the family affect relationships outside the family?
- What communication skills might improve family relations?
- What are benefits of improved family communication?
- How does family structure affect the way in which one communicates?

Leadership

- Who are your role models? What leadership skills are needed to achieve family goals?
- What actions or conditions might create challenges to achieving good leadership in the family?

Management

- What can you do to improve the well-being of individual family members and your relationships?
- How can the actions of one family member affect others?
- What community resources are available to support families?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge
Task Number 53

Analyze the influence of culture on family relationships.

Definition

Analysis should include

- a definition of culture
- exploring the ways culture influences family structure, roles of family members, values, morals, and practices
- a description of various family structures (e.g., single parent, nuclear, step, blended, foster and adopted, extended)
- identifying the roles of individuals within the family across various cultures
- comparing functions of families across various cultures
- a reflection on the way the family practices their cultural norms.

Process/Skill Questions

Thinking
• What is your definition of culture? Why is it important to value cultural differences?
• How can diverse cultural norms influence values, beliefs, and goals of others?
• Which cultural norms might adversely affect your relationships?
• How does where a family lives impact their family relationships?
• What challenges might a family encounter when relocating to a region with different cultural norms?

Communication

• How can you learn more about different cultures? Why would you want to?
• What are some examples of nonverbal cues and how might these be influenced by cultural norms and expectations?
• How do stereotypes affect potential relationships?

Leadership

• How can your role within the family differ from those of other cultures?
• What are your goals for working with people from diverse backgrounds?
• How do cultural traditions influence your relationships?
• What actions can you take to improve your relationships with those from different cultural backgrounds?

Management

• What resources are available to help you learn about different cultural norms?
• How can you use research to improve relationships?
• What are the short-term and long-term benefits of embracing diversity?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

National Programs in Action
Analyzing Relationship Development

Task Number 54

Identify methods that are used to promote positive friendships.

Definition

Identification should include

- being positive
- developing sensitivity, empathy, communication, and listening skills
- respecting boundaries
- ensuring equality
- supporting/encouraging a healthy lifestyle
- building self-esteem
- being open, honest, and nonjudgmental
- respecting privacy
- being dependable.

Process/Skill Questions

Thinking

- What is the difference between a relationship and a friendship?
- How do your relationships with peers differ from those with your online contacts?
- How do disabilities impact the ability to make friendships?
- What steps can you take to help those experiencing social isolation make positive friendships?
- What are the qualities of a friend? What interpersonal skills are needed to build and maintain friendships?
- What are the benefits of friendships? What are some hardships that friends could face?
- How can they be overcome? How can friendships with people from different age groups be beneficial?
- How does developing and maintaining personal relationships correlate to the workplace?

Communication

- What effective communication techniques do you use with friends?
- What is the importance of expressing feelings and ideas to others?
- What might be some consequences of not expressing feelings and ideas to others?
• What might be some consequences of expressing feelings and ideas to others?
• Why is community access important to making friendships?

Leadership

• What leadership skills are acquired through building and maintaining personal relationships?
• What can you do to improve your relationships?
• Under what circumstances might friendships end?
• What strategies could you use to successfully end personal relationships?

Management

• What are some problems that might arise when developing and maintaining friendships?
• How would you resolve these problems?
• What can we learn about ourselves through self-evaluation?
• What can you do to help ensure that your relationships are kept positive?

FCCLA National Programs

Families First: Families Today

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 55

Assess the influence of peers on the individual.
Definition

Assessment should include the way peers can subtly or overtly influence

- decisions
- goals
- behaviors
- relationships (e.g., family, friendships, romantic relationships)
- values
- mood
- health
- ethics.

Process/Skill Questions

Thinking

- How can personal actions and decisions affect others?
- What are the differences among peer pressure, peer support, and bullying?
- What are the benefits of peer relationships?
- How does social media increase the positive influence of peers? Negative influence?

Communication

- What are examples of constructive and destructive peer communication?
- How can you demonstrate respect by the way you communicate with your peers?
- How do you communicate differently with peers in public and in private?
- How does social media affect the way in which you communicate with your peers?
- What resources are available to help with unhealthy relationships?

Leadership

- What strategies can you use to build and maintain healthy relationships with peers?
- What changes can you make to encourage healthy peer relationships?
- What might happen if you don't deal with an unhealthy peer relationship?

Management

- What factors might contribute to peer pressure and bullying?
- What resources are available to address peer pressure and bullying?
- What ethical standards or values guide your relationships?

FCCLA National Programs

Families First: Families Today

Families First: You-Me-Us

Power of One: A Better You
Task Number 56

Describe appropriate responses to authority figures.

Definition

Description should include

- defining *authority figure*
- demonstrating respect
- staying true to personal values and wellbeing when in conflict with authority.

Process/Skill Questions

Thinking

- What are examples of authority figures?
- What skills are important to establish or maintain a good working relationship?
- What personal behaviors can negatively affect working with an authority figure?
- Why might it be difficult to be an authority figure?
- Who are the authority figures in your own life? How might geography impact one’s perception of respect? Culture? Life stage?

Communication

- How would you handle conflict with an authority figure?
- How can nonverbal communication affect the outcome of conflict?
- How do you use communication to demonstrate respect?
• How might someone with communication limitations demonstrate respect?
• How does social media impact our communication?
• What actions might be interpreted as disrespect?
• What are "I" messages?
• How can you establish and maintain personal values and well-being during conflict?

Leadership

• How can authority figures demonstrate leadership skills?
• What leadership skills are required of authority figures?
• How can you develop and maintain professionalism in a work environment?
• How do you demonstrate leadership skills as a team member?
• What challenges might occur when an authority figure isn’t respectful?

Management

• How can learning about different styles of management improve your workplace relationships?
• How can you incorporate leadership skills in the planning process?
• How can a good manager delegate leadership roles?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 57

Propose ways to promote an appreciation of diversity.
Definition

Proposal should include

- explaining how diversity enriches your life and community
- citing examples of how to apply your appreciation of diversity to school life (e.g., in the classroom, at sporting events, after-school activities)
- planning events that are open to all, regardless of national origin, race, appearance, religion, gender, sexual orientation, disability, or age
- learning more about and celebrating cultural differences.

Process/Skill Questions

Thinking

- What issues should you consider when joining/forming a team?
- What are some methods for showing your appreciation for cultural diversity?
- How can learning about someone’s culture improve your relationship with them?
- What are some ways in which we can celebrate cultural differences?

Communication

- How can you encourage others toward being respectful of diversity?
- How can empathy improve the way you understand yourself?
- What factors do you need to consider when interacting with people of different ages, religions, abilities, and ethnic backgrounds?

Leadership

- What principles would you use to ensure cooperation in a group activity?
- How could you incorporate differences to build a better team?
- How do leadership styles affect the outcome of an event?

Management

- How can you use knowledge of cultural diversity to build common ground as a problem-solving strategy?
- What has your own family taught you about the value of diversity?
- What are some benefits of our melting-pot society?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You
STOP the Violence

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Event Management

Interpersonal Communications

National Programs in Action

Professional Presentation

Public Policy Advocate

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Identifying Factors Related to Marital Success

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Task Number 58

Describe courtship practices and cautions.

Definition

Description should include

- a comparison between courtship and dating
- various cultural practices and restrictions
- cautions and warning signs for teenage intimate relationships.

Process/Skill Questions

Thinking

- How can you navigate the different stages and struggles leading to emotional maturity and mature love?
• What are the stages of love?
• What are some cultural expectations for dating?
• How can technology negatively impact courtship and dating? Positively impact?
• How can a person with a disability participate in dating and courtship practices?

Communication

• How can good communication skills enhance the dating relationship?
• How do you communicate your personal values during a date?
• What are the signs of dating abuse?

Leadership

• How do you develop shared roles and leadership abilities in a dating relationship?
• How would you determine if a relationship is mature love or infatuation?
• How should power be shared in a relationship?
• Why is it important to establish your personal boundaries prior to dating?

Management

• What issues will need to be managed to ensure a successful marriage?
• What is the purpose of courtship?
• How do cultural practices impact dating?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action
Task Number 59

Analyze components of a successful marriage.

Definition

Analysis should include

- defining successful marriage
- prioritizing components (e.g., honesty and trust, communication skills, friendship and appreciation, respecting boundaries and expectations, sharing goals, contributing to goals, equality).

Process/Skill Questions

Thinking

- How would you define a successful marriage?
- How do good communication skills strengthen a marriage?
- How do you foster an atmosphere of respect and appreciation within a marriage?
- What are the benefits of marriage? What are the challenges?
- How can you use differences in a positive way?
- How can a couple’s unique personalities contribute to a successful marriage?
- What might be the consequences of trying to change someone instead of accepting their differences?

Communication

- What is meant by open dialogue within a family?
- How might you communicate your values within a marriage?
- What steps can you take to ensure that your spouse's goals are being met?

Leadership

- How can partners demonstrate leadership skills within a marriage?
- What is the purpose of marriage?
- What are the legal benefits/obligations of marriage?

Management

- Why could a discussion of roles and responsibilities prior to marriage help communication throughout a marriage?
- Why should personal boundaries be discussed during courtship?
- What conditions must be met before a legal marriage ceremony is performed?

FCCLA National Programs
Task Number 60

**Identify communication skills and behaviors that strengthen marriage.**

**Definition**

Identification should include

- developing active listening skills
- demonstrating openness and honesty
- finding common ground and respecting boundaries
- emphasizing negotiation during disagreements
- balancing work and home.

**Process/Skill Questions**

**Thinking**

- What are active listening skills?
- What does it mean to *fight fair*?
- What does it mean to respectfully disagree?
- What are some problem-solving skills that could benefit a marriage?
- What are some strategies for improving a marriage?

**Communication**

- How can personal needs be properly expressed in a marriage?
- What are some common mistakes couples make when communicating personal needs?
• How can you improve your communication skills within a marriage?

Leadership

• What is meant by the art of compromise?
• What are some ways to diffuse growing tension or anger within a relationship?
• How can conflict be managed so everyone’s opinion is heard and considered?

Management

• What factors cause stress within a marriage?
• How can the use of time-management skills benefit a marriage?
• Why is it important to set individual and combined priorities in a marriage?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation

Building the Family Unit

Task Number 61

Describe American family structures.

Definition
Description should include

- nuclear
- single-parent
- step
- blended
- foster and adoptive
- extended.

Process/Skill Questions

Thinking

- How would you define the term family?
- What are the various family structures?
- What are the benefits of family?
- In what ways have family structures changed over the last few decades?

Communication

- How is technology impacting communication within families?
- What are some decisions to which all family members can contribute?
- How do family relationships impact future relationships with others?

Leadership

- What are some ways in which children support their parent(s)?
- How can individual members develop leadership skills within the family?
- What are some steps that children take to become independent from their families?

Management

- How do you balance individual needs with the responsibilities of the family?
- What can family teach us about our individual selves?
- What are a parent's basic obligations to a child? What are the child's basic obligations to a parent?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties
Task Number 62

Describe how different socioeconomic levels can impact a family’s ability to meet their needs and goals.

Definition

Description should include challenges to meeting or seeking

- basic human needs (e.g., food, shelter, clothing)
- health care
- daycare needs
- educational needs
- continuous employment needs
- transportation needs
- improved employment situation
- resource sharing
- access to technology
- access to community activities and connections
- household task and maintenance sharing
- entertainment, leisure, and stress-management needs
- individual development needs.

Process/Skill Questions

Thinking

- What are the basic human needs?
- What are the top health care needs of family members throughout the family life cycle?
- How does income level often predict educational aspirations?
- What is the value of engaging in community activities? What happens when you are not able to access those activities?

Communication

- How can you demonstrate your respect for people of different income levels?
- What communication skills are needed to share household tasks effectively?
- How can a job loss place stress on a family?

Leadership
• What resources are available for improving an employment situation?
• How is leadership used to meet basic human needs?
• What stress-management techniques might a family use?

Management

• What is the difference between needs and wants?
• What entertainment or leisure options are available on a small budget?
• What resources are available to meet the needs of a family?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 63

Describe how families manage resources.

Definition

Description should include

- creating and managing a budget
- setting and achieving savings goals
- sharing and managing family resources (e.g., financial, human, time, transportation, paid time off)
- sharing household tasks
- seeking to improve employment situation
- working collaboratively to manage resources for the well-being of the family.

Process/Skill Questions

Thinking

- What is a budget? What is a goal?
- How can an employment situation be improved?
- What are some sacrifices that parents make for their families?
- Why is it important for each family member to contribute resources to the family?

Communication

- Why must families communicate in order to stay within a budget?
- What is the importance of creating family goals?
- How can families share equally in household tasks?

Leadership

- What resources are available for those seeking employment?
- How is the willingness to sacrifice a key quality of a leader?
- What skills are demonstrated by setting and achieving savings goals?

Management

- What is the difference between creating and maintaining a budget?
- What are some consumer goods in which a family shares?
- What are the benefits of establishing and maintaining a household budget?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today
Task Number 64

Identify technology that can help manage household needs.

Definition

Description should include

- computers, and internet technologies, including applications, smart phones, communication devices, and smart houses
- cleaning or maintenance equipment
- transportation
- exercise and health equipment
leisure and entertainment equipment.

Process/Skill Questions

Thinking

- Which technologies can help you manage household needs?
- What effects do technological changes have on managing household needs?
- What are the advantages and disadvantages of having new technology in the household?

Communication

- What role does technology play in managing a household?
- What types of communication help manage a household?
- Why do parents feel the need to monitor and limit the media consumption and technology use of their children?

Leadership

- What factors influence the technology choices in a household?
- Why should you clean or maintain equipment?
- Why should you encourage the proper use of technology?

Management

- What are some of the safety issues and concerns associated with Internet access?
- How can Internet usage be monitored or limited by parents?
- What other forms of technology censorship occur inside the household? Why?

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You
Task Number 65

Describe ways that families can positively impact their communities.

Definition

Description should include

- becoming good citizens
- engaging in children’s education
- getting involved with community-focused groups
- contributing goods, money, or services to charity organizations or government programs, including schools
- protecting the environment through conservation, recycling, and reusable resources
- improving the environment or neighborhood (e.g., cleanups, abandoned animal care)
- serving special groups and their family needs (e.g., low-income families, persons with disabilities, veteran’s groups, the sick, the elderly)
- contributing to the growth of the local economy.

Process/Skill Questions

Thinking

- How can being positive make a positive impact on your community?
- How do communities benefit from strong families?
- How can a family contribute to the growth of their local economy?
- What are the qualities of a good citizen?
- What are the criteria for being a charitable organization?
- What is an example of a charitable organization?
- What is the difference between conservation and recycling?
- What are alternatives to a public school education?
• What educational opportunities exist outside of formal education?

Communication

• How can you communicate the importance of protecting the environment?
• How can a neighborhood-improvement day build community morale?
• What skills are desirable in serving community groups and charitable organizations?
• How can you communicate the importance of engaging in children’s education?

Leadership

• What leadership skills are displayed by a responsible citizen?
• How do families typically provide resources to schools?
• Why do people volunteer?
• How can families be advocates and leaders in their communities?

Management

• What are some strategies to encourage families to recycle?
• How would you organize and manage a yearly community cleanup day?
• What are examples of local charities and the groups they serve?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

STOP the Violence

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)
Examining Changing Roles and Responsibilities

Task Number 66

Describe the family life cycle.

Definition

Description should include

- a definition of family life cycle (e.g., the emotional and intellectual stages one passes through as a member of a family)
- the following stages:
  - Independence
  - Coupling or marriage
  - Parenting (infants through adolescents)
  - Launching adult children
  - Retirement and senior years.

Process/Skill Questions
Thinking

- What is the difference between coupling and marriage?
- What are various stages in the family life cycle?
- How would you define independence?
- How would you develop adult relationships with your grown children?

Communication

- How can a child demonstrate independence?
- What are possible communication barriers throughout the family life cycle?
- How would you explain the family life cycle to someone with limited language skills?

Leadership

- How are leadership skills demonstrated by parenting?
- What leadership traits are gained through the various stages of the family life cycle?
- What steps are needed to move into a retirement facility?

Management

- What are some techniques for managing resources for seniors and small children in a single household?
- How might your responsibilities change throughout the family life cycle?
- What are some unpredictable factors or events that might change your future plans?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Task Number 67

Describe roles and responsibilities assumed throughout the family life cycle.

Definition

Description should include examples of roles during each of the following stages:

- Independence (e.g., developing individual interests, talents, intellectual pursuits, financial independence)
- Coupling or marriage (e.g., dating, handling rejection, exploring intimacy)
- Parenting infants through adolescents
- Launching adult children (i.e., pushing the child toward an independent future)
- Retirement and senior years (e.g., making the decision to retire, facing new freedoms and insecurities)

Process/Skill Questions

Thinking

- What is the difference between a role and a responsibility?
- What is the family life cycle?
- What are the stages of the family life cycle?

Communication

- How do you define healthy relationship?
- What are appropriate ways to handle rejection?
- How can you communicate the need for independence during the launching stage?

Leadership

- What strategies can people use to develop individual interests?
- What skills are needed to further develop talents?
- What considerations should be recognized when making the decision to retire?
- What strategies can people use to prepare for independence?

Management
• How can one successfully transition into retirement?
• What role does maturity play in the success of new parents?
• What are some other types of life transitions one typically encounters through the family life cycle?

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)

Event Management
National Programs in Action
Professional Presentation

Managing Crises

Task Number 68

Categorize types of crises and their effects on individuals and families.

Definition

Categories should include
• unemployment
• economic downturn
• poverty
• hunger
• homelessness
• natural disaster
• child abuse and neglect
• domestic abuse/intimate partner violence
• substance abuse
• abandonment, separation, and divorce
• incarceration of a family member
• teen pregnancy
• death of a family member
• major health needs of a family member
• mental health concerns of a family member
• care of an aging family member.

Process/Skill Questions

Thinking

• What is a crisis? What are some examples?
• What is the difference between abuse and neglect?
• How would you define the term domestic?

Communication

• What strategies help people deal with crises?
• How can divorce be explained to the children affected?
• Why might you need to advocate for family members with major health issues? What might you do?
• How might parents help their child deal with a crisis?

Leadership

• What resources are available for those seeking employment?
• What resources are available to help teenage pregnancy and new parents?
• How can unemployment affect other responsibilities in your life?

Management

• How can you effectively manage work and home life when a crisis arises?
• What resources are available to someone who is homeless?
• What organizations can help a person who is dealing with a crisis situation, such as abuse?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Focus on Children
Food Innovations
Interpersonal Communications
National Programs in Action
Nutrition and Wellness
Professional Presentation
Public Policy Advocate
Task Number 69

Identify strategies for the prevention of crises.

Definition

Identification of strategies should be based on the nature of the crisis itself (e.g., financial, social/environmental, security) and should include risk assessment, resource analysis, and mitigation.

Process/Skill Questions

Thinking

- What strategies will assist the prevention or management of crises related to financial matters?
- What strategies can be used to prevent or manage social/environmental crises?
- What strategies will help prevent crises related to security issues?
- How can a crisis impact other areas of your life? At home? At school? In the community?

Communication

- How can communication skills contribute to the prevention or management of crises?
- What communication skills are needed to assist in the prevention or management of crises?
- If you decided to talk to someone about a crisis, to whom would you choose to talk? Why?

Leadership

- How can leadership skills be demonstrated during a financial crisis? Security crisis? Social/environmental crisis?
- What leadership techniques are effective in managing crises?
- How can we help others to manage crises?

Management

- What information and resources might we use to prevent or manage crises?
- What management skills help prevent or manage crises?
- What steps can we take to prevent or manage crises?
- What resources are available in the area where you live that might help prevent crises?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 70

Describe personal and community resources that provide assistance to families managing crises.

Definition

Description should include

- friends and family
- professional resources
• charitable organizations and other community resources
• government resources.

Process/Skill Questions

Thinking

• When in crisis, how can a person identify resources that provide assistance?
• What are some specific examples of resources and support systems to help those in crisis?
• If your house and car were destroyed in a fire, how might this impact your life? From whom would you seek assistance? Friends? Family? Professional resources? Charitable organizations and other community resources? Government resources?

Communication

• What factors influence your beliefs about utilizing assistance from others?
• How do resources and support systems help families in crisis?
• What communication skills are needed to identify resources for families in crisis?

Leadership

• What leadership techniques will help identify useful personal and community resources?
• What leadership skills will help utilize resources and support systems?
• What ethical issues may arise when choosing resources and support systems for families in crisis?

Management

• What management strategies will help a family assess appropriate resources and support systems?
• What criteria can be used to decide if a resource/support system is appropriate?
• What steps can be taken to evaluate resources and support systems?

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Applying Effective Stress-Management Techniques

Task Number 71
Describe the impact of stress on individuals and relationships.

Definition

Description should include

- the short- and long-term effects that stress can have on physical health
- the social/behavioral effects of stress
- the effects of stress on physical, emotional, intellectual, spiritual, and social development
- the impact on the quality of relationships.

Process/Skill Questions

Thinking

- How can stress impact one's relationships?
- What are the short- and long-term effects of stress on physical health?
- What are possible social/behavioral effects of stress?
- Why should you be concerned about stress for yourself? Your family? Society?

Communication

- How can communication alleviate stress within relationships?
- How does stress impact one's behavior?
- How does this behavior impact one's relationships and choices?

Leadership

- How does self-discipline help one manage the impact of stress?
- What can be done to lessen the impact of stress on individuals and relationships?
- How can a leader identify signs of stress in others?

Management

- How might one develop a plan to alleviate the impact of stress?
- What management strategies will help lessen the impact of stress on individuals and relationships?
- What resources might help manage effects of stress?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us
Task Number 72

Identify factors contributing to stress.
Definition

Identification should include

- physical/biological factors
- environmental factors (e.g., financial, relationships, current events)
- psychological factors
- academic/workplace expectations.

Process/Skill Questions

Thinking

- What are the physical and biological factors that contribute to stress? Environmental factors? Psychological factors?
- How might one’s opinions and thoughts increase or alleviate stress?
- How can identifying factors that contribute to stress help to manage it?
- How can our access to information impact our stress level?
- What factors do you consider when making decisions?

Communication

- How can communication play a role in improving stress-management techniques?
- How can communication help to identify the factors contributing to stress?
- How might people under stress communicate? What are the signs?

Leadership

- How can one identify the various factors related to stress?
- What leadership skills will help identify factors contributing to stress?
- What can be done to help identify the various factors contributing to stress?

Management

- What management skills help alleviate the various factors related to stress?
- How can one manage physical/biological factors contributing to stress? Environmental? Psychological?
- What resources can help manage the various factors contributing to stress?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us
Task Number 73

Describe techniques for managing stress.

Definition
Demonstration should include

- applying time-management techniques
- diffusing issues by talking with friends, family, or therapists
- relaxing or exercising
- meditating and being mindful
- following nutritional guidelines
- following sleep guidelines
- expressing oneself creatively
- removing unnecessary stress.

Process/Skill Questions

Thinking

- What are different techniques that can help manage stress?
- What are stress-management techniques that you should utilize more effectively?
- How can prioritizing help manage stress?
- How is the ability to implement a variety of stress-management techniques beneficial?

Communication

- How can effective communication help manage stress?
- What communication techniques can be utilized to manage stress?
- What communication skills are needed to help diffuse issues?
- What communication skills are needed to improve self-expression?

Leadership

- What leadership techniques are needed to implement stress management?
- How can a leader help others identify effective stress-management techniques?
- What can be done to lessen the effects of stress?

Management

- What are the benefits of improving time-management techniques?
- What are the benefits and cautions of seeking support from friends, family, or professional advisers to diffuse stress?
- How can you develop a plan to effectively manage stress?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice
Task Number 74

Identify positive strategies for dealing with change.

Definition

Implementation should include

- recognizing personal anxieties/feelings about the change
- accepting change and the opportunity to make a positive response
- setting rational short-term goals to adapt to change
- being decisive and disciplined when taking a course of action.

Process/Skill Questions
Thinking

- How can you view almost any change in a positive way? What are the benefits of doing this?
- What are possible strategies you can implement to deal with change?
- What are causes and effects of change?
- How can you cope with a change for which you had no control?

Communication

- How can communication help alleviate personal anxieties about a change?
- What communication skills are needed to implement positive strategies for dealing with change?
- How can you communicate to others the importance of implementing positive strategies for dealing with change?

Leadership

- What leadership skills do you need to successfully respond to change?
- What leadership techniques are needed when taking a new course of action?
- What do successful leaders do when their teams are faced with anxiety over a change?

Management

- How can management skills help you implement positive strategies for dealing with change?
- What management skills are helpful when dealing with change?
- What management strategies will help establish short-term goals to adapt to the change?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
### SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English Correlation</th>
<th>History and Social Science Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td></td>
<td>GOVT.1, GOVT.16, VUS.14</td>
</tr>
<tr>
<td>42</td>
<td>Identify the steps required to take responsible action in families, workplaces, and communities, using reasoning processes, individually and collaboratively.</td>
<td>9.1, 9.3, 9.5, 10.1, 10.3, 10.5, 11.1, 11.3, 11.5, 12.1, 12.3, 12.5</td>
<td>GOVT.1, GOVT.8, GOVT.16</td>
</tr>
<tr>
<td>43</td>
<td>Identify factors that affect identity, personality, and self-esteem.</td>
<td>9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Analyze how family influences the development of personal identity and self-esteem.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td>45</td>
<td>Propose strategies that promote positive physical, emotional, intellectual, and social development.</td>
<td>9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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</tbody>
</table>
| **46** | Summarize the decision-making process. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **47** | Assess potential consequences and responsibilities of decisions. | History and Social Science: GOVT.16  
English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6  
History and Social Science: GOVT.1, VUS.1 |
| **48** | Evaluate the effects of decisions on physical health, emotional and mental well-being, family, interpersonal relationships, employment, and society as a whole. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **49** | Analyze adjustments necessary to achieving independence. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **50** | Identify responsibilities of living as an independent adult. | History and Social Science: GOVT.1, GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **51** | Describe the way(s) healthy relationships are developed. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **52** | Determine the family’s influence on the individual’s ability to develop healthy relationships outside of the family. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **53** | Analyze the influence of culture on family relationships. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **54** | Identify methods that are used to promote positive friendships. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **55** | Assess the influence of peers on the individual. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **56** | Describe appropriate responses to authority figures. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **57** | Propose ways to promote an appreciation of diversity. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **58** | Describe courtship practices and cautions. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **59** | Analyze components of a successful marriage. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
| **60** | Identify communication skills and behaviors that strengthen marriage. | History and Social Science: GOVT.16  
English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1 |
Describe American family structures.

Describe how different socioeconomic levels can impact a family’s ability to meet their needs and goals.

Describe how families manage resources.

Describe how families can positively impact their communities.

Describe the family life cycle.

Describe roles and responsibilities assumed throughout the family life cycle.

Categorize types of crises and their effects on individuals and families.

Identify strategies for the prevention of crises.

Describe personal and community resources that provide assistance to families managing crises.

Describe the impact of stress on individuals and relationships.

Describe techniques for managing stress.

Identify positive strategies for dealing with change.

**Collaborative Lesson Idea**

**A Golden Legacy**

**Subjects**
English, U.S. History, Family and Consumer Sciences, Special Education

**Objectives**

- Collect information by observation and personal interview.
- Use information collected to compose nonfictional and fictional literature.
- Plan and implement a reception for a group off-site.
- Interact with people of different cultures and ages.

**Taking it out of the classroom**

Students visit an assisted-living facility throughout the year to interact with and collect information from the residents. They participate in activities with them and later shared the results of their research.
Materials needed

- Computers and printers
- Foods, equipment, and supplies, as needed
- Craft supplies

Activities

- All students visit an assisted-living facility.
- To complete English assignments, students conducted interviews with residents to collect an oral history of their lives. They used this information to compose biographies, poems, narratives, and research papers.
- Special education students work with residents on craft projects, including making wreaths and Mother’s Day gifts. They also made a timeline of events in the lives of residents.
- To complete an assignment for work and family studies, students determine food preferences of residents and research dietary needs of older adults. They prepare and serve meals for residents and guests attending a reception and presentation at the end of the year.

Evaluation of student performance
Individual and team performances rated acceptable according to teacher’s guidelines for each assignment and end-of-year survey of residents

Related Academic Standards of Learning
English
History and Social Science

This lesson idea came from Virginia Beach City Public Schools
Virginia Beach Central Academy
Mary Dees, English teacher
Paulette Laverty, Special Education teacher
Margaret Lovell, Special Education teacher
Melanie Pahno, English teacher
Lynette Patrick, Work and Family Studies teacher
Kathy Weck, Special Education teacher

Teacher Resources

PrePAC Correlations to Broad Field Family and Consumer Sciences

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

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

Industry Credentials: Only apply to 36-week courses

- Broad Field Family and Consumer Sciences Assessment
- College and Work Readiness Assessment (CWRA+)
- 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.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts II (8276/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 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)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- 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)
- 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 (8233/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 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)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

**Career Cluster: Human Services**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Counseling and Mental Health Services | Career Counselor  
Educational/School Counselor  
Marriage and Family Therapist  
Mental Health Counselor  
Rehabilitation Counselor  
Social and Human Service Assistant  
Substance Abuse and Behavioral Disorder Counselor  
Volunteer Coordinator |
| Early Childhood Development and Services | Child Care Worker  
Director of Early Childhood Education Center  
Elementary School Teacher  
Nanny  
Parent and Family Educator  
Preschool Teacher  
Teacher Assistant |
| Family and Community Services | Adult Day Care Coordinator  
Educational/School Counselor  
Grief Counselor  
Medical, Public Health Social Worker  
Personal and Home Care Aide  
Rehabilitation Counselor  
Social and Community Service Manager  
Social and Human Service Assistant  
Volunteer Coordinator |