Life Planning

8226 18 weeks

8227 36 weeks

Table of Contents

Acknowledgments ................................................................................................................................................................... 1
Course Description .................................................................................................................................................................. 2
Task Essentials Table .............................................................................................................................................................. 2
Curriculum Framework ........................................................................................................................................................... 5
SOL Correlation by Task .................................................................................................................................................... 113
Teacher Resources .............................................................................................................................................................. 117
Appendix: Credentials, Course Sequences, and Career Cluster Information ................................................................. 119

Acknowledgments

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

Suggested Grade Level: 9 or 10 or 11 or 12

Life Planning equips students with life skills. Creating and maintaining healthy relationships, practicing personal nutrition, health, and wellness, and developing a life-management plan are emphasized through relevant life applications.

Task Essentials Table

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<th>Tasks/Competencies</th>
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<td>Analyze the meaning of work and the meaning of family.</td>
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<td>Describe how families affect work life and how work life affects families.</td>
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<td>Analyze the interrelationship of individual and family goals and values to work goals and values.</td>
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<td>Analyze potential effects of career path decisions on balancing work and family throughout the family life cycle.</td>
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<td>Examine some key local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.</td>
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<td>Apply management and planning skills and processes to organize tasks and responsibilities within the workplace and at home.</td>
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<td>Identify the various types of problems (e.g., practical, scientific, interpersonal, intrapersonal).</td>
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<td>Identify adequate, reliable information and resources for problem solving.</td>
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<td>Identify steps in practical problem solving.</td>
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<td>Implement practical problem-solving steps in life situations.</td>
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<td>Identify factors that affect self-concept.</td>
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<td>Demonstrate positive self-worth in self and others.</td>
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<td>Identify characteristics of caring, respectful, and responsible relationships.</td>
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<td>Analyze the effects of dependence, independence, codependence, and interdependence on relationships.</td>
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<td>Identify skills important in building and maintaining relationships with others.</td>
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<td>Demonstrate relationship-building techniques with people of different ages, abilities, genders, and cultures.</td>
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<td>Apply strategies for conflict resolution.</td>
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<td>Evaluate available resources for help in crisis situations.</td>
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<td>Identify characteristics and strategies to create and maintain a strong functional family.</td>
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<td>Evaluate the roles and responsibilities of each family member in creating a healthy family unit.</td>
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<td>* Analyze factors influencing date or mate selection.</td>
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<td>Assess personal readiness and responsibilities for partnerships (e.g., marriage, family life).</td>
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<td>Assess responsibilities and personal readiness for parenthood.</td>
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<td>Examine the need for and benefits of a life-management plan.</td>
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<td>Analyze personal factors (e.g., values, personality traits, education, economic situations, life changes) that can alter a life-management plan.</td>
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<td>Develop a draft life-management plan that includes short- and long-term personal goals.</td>
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<td>Evaluate use of time, money, and other resources needed to achieve personal goals.</td>
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<td>Analyze the significance of work.</td>
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<td>Analyze the importance of a strong work ethic.</td>
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<td>Evaluate career choices in relation to a personal life-management plan.</td>
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<td>Devise strategies for dealing with career changes.</td>
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<td>Practice job-search skills.</td>
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<td>Explain the effects of the economy on personal income and individual and family security.</td>
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<td>Analyze consumer rights and responsibilities.</td>
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<td>Evaluate sources of consumer information.</td>
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<td>Identify the components of a financial plan.</td>
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<td>Identify factors that contribute to establishing and maintaining a good credit rating.</td>
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<td>Evaluate financial institutions and services (e.g., savings, investments, credit).</td>
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<td>Compare investment and savings alternatives.</td>
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<td>Evaluate risk-management strategies in a personal financial plan.</td>
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<td>Identify financial needs throughout the life cycle.</td>
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<td>Identify components (e.g., physical, environmental, emotional, social, intellectual, vocational, spiritual) that contribute to wellness practices across the life span.</td>
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<td>Describe the characteristics of a healthy lifestyle and the consequences of lifestyle choices.</td>
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<td>Identify strategies to achieve and maintain wellness.</td>
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<td>Identify strategies to manage stress.</td>
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<td>Evaluate sources of wellness information.</td>
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<td>Identify wellness goals as part of a personal life-management plan.</td>
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<td>Explain responsible citizenship.</td>
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<td>Identify ethical, legal, and practical issues associated with individual actions.</td>
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<td>Evaluate social and economic conditions affecting individual, family, and community well-being.</td>
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<td>Analyze the purpose and benefits of community service.</td>
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<td>Complete a service learning project.</td>
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Task Number 39

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- identifying work systems and family systems
- describing characteristics of work and family organizations
- identifying the rewards of work
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each family member
- identifying how the stages of the family life cycle influence work and family choices/decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should be considered when analyzing work and family systems?
- How are the roles and responsibilities of employed workers like the roles of family members? How are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?

Communication

- How can the workplace be respectful of the family?
- How can the importance of being aware of the values of work and family be communicated to others?
- How can family members communicate their values and choices?

Leadership

- What leadership techniques or skills are needed to develop workplace strategies in order for change to occur?
- How can the family and the employer assist in the development of leadership skills in individuals?
- What leadership skills are needed to develop family strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can family values assist in the development of a life plan?
• Why is it important to consider family values in the development of a life plan?
• What management skills should family members possess?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can be implemented to assist with our work and family priorities?

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

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
Task Number 40

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

Definition

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

Process/Skill Questions

Thinking

- What effects do changes in technology have on individuals in the workplace and the family unit as a whole?
- How does telecommuting affect workplace trends and families?
- What are the benefits of work as it relates to family? Disadvantages?
- What are the effects of family on the workplace?
- What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can the importance of work life to family members and the importance of family life to those in the workplace be communicated?
- What communication skills are needed to balance the effects of family life on work? Work life on families?
Leadership

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

Management

- How can an individual’s management skills be integrated into the family? Into the workplace?
- What resources can help to analyze and manage ways in which families are affected by work life? What resources can help to analyze and manage ways in which work is affected by family life?
- What management skills are needed to minimize the effects of family life on work? What management skills are needed to minimize the effects of work on family life?

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
Task Number 41

Develop strategies to manage and balance work and family roles.

Definition

Development should include

- a time-management plan
- prioritization of family and work responsibilities
- stress-management strategies
- 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?
- 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 an employee'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 the life cycle?

Communication

• When is it appropriate for an employee to communicate personal/family problems to an employer?
• When is it appropriate for an employee to use available employer resources for communicating family issues?
• What communication skills are needed to develop strategies for balancing work and family roles?
• How can the importance of balancing work and family roles be communicated to others?

Leadership

• What leadership skills can be used 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 the efforts of balancing work and family roles?

Management

• What management strategies are needed to set priorities at work? 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

Power of One: A Better You
Task Number 42

Explain ways in which technology affects work and family dynamics.

Definition

Explanation should include

- ways in which technology has changed and influenced work and family dynamics
- how products and services have been designed or improved in the last 10 years that relate to balancing work and family roles.

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 decade?
- How does the increase of working women affect men’s and women’s roles in the family?
- How does a family-run business change the work and family interconnectedness?

Communication

- How does technology affect work and family dynamics?
• How can families and individuals address the impact of trends in the workplace?
• What kinds of things influence a person's beliefs and attitudes about work and family roles and responsibilities?
• How has technology influenced working from home?

Leadership

• What are the effects of technological advancements on families and on society?
• 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 in relation to work and family roles?
• How might society influence the way families manage their work and family responsibilities?
• How can societal pressures bring about decisions about the future management of an individual’s retirement plan?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Families First: Balancing Family and Career

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

Power of One: Working on Working

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship
Task Number 43

**Analyze the interrelationship of individual and family goals and values to work goals and values.**

**Definition**

Analysis should include

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

**Process/Skill Questions**

**Thinking**

- What factors might influence work and family goals and principles?
- How do gender role expectations change on the continuum from traditional to egalitarian?
- How can an individuals’ decision to have a career affect the family?
- How do family values affect the decision to work either as a single-income or as a dual-income family?

**Communication**

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

**Leadership**

- What is the relationship between family members’ incomes and household responsibilities?
- How might technology help balance work and family responsibilities?

**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 years?

National Standards for Family and Consumer Sciences Education

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

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

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 44

Analyze potential effects of career path decisions on balancing work and family throughout the family life cycle.

Definition

Analysis should include

- stages of the family life cycle
- ways in which each stage influences career choices, involvement, and the balancing of personal and career responsibilities.

Process/Skill Questions

Thinking

- Why is it important to understand the relationships between stages of the family life cycle and career decisions?
- What would happen if the stages of the family life cycle dictated career involvement? For example, what would happen if all women who had children under age 5 were forbidden to work outside the home?

Communication

- Do different stages of the family life cycle call for different communication skills? Why or why not?
- What communication skills can help you evaluate interrelationships between the family life cycle and career patterns?
- How would being in a particular stage of the family life cycle influence time spent at work and time spent with family?

Leadership

- How would being in a particular stage of the family life cycle influence your opportunities for advancement in the workplace?
- What leadership skills can help you analyze the career implications of various stages of the family life cycle?
- Which stage of the family life cycle often poses the most difficulty with balancing personal and career responsibilities?

Management

- How would being in a particular stage of the family life cycle influence the number of responsibilities at work? At home?
- What changes in family life cycle stage will most likely influence your career patterns in the next five years? Ten years?
- What steps can you take to prepare for changes in career patterns?

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

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

**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 Resilient You**

**FCCLA: STAR Events (2019)**

**Career Investigation**

**Entrepreneurship**

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**

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**Task Number 45**
Examine some key local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.

Definition

Examination should include

- management, employee, and community policies
- employees' satisfaction gained through workplace policies
- business owner’s rights and responsibilities to the employee and to the consumer in local and national stores
- global policies for different countries compared to local and national standards for the employer and the employee work responsibilities.

Process/Skill Questions

Thinking

- How much responsibility does an employer have to help workers balance their work and family roles?
- What factors may influence the employer’s attitudes toward individual and family support?
- What factors may influence the worker’s attitudes?
- What types of policies exist in Denmark that are different from those enforced in the United States? What about China?

Communication

- In what ways can an employer indicate to others that the business is "family friendly"?
- Can a reputation for being family-friendly improve a company’s public reputation? Why or why not?
- What can a company expect from employees in return for individual and family support?

Leadership

- What leadership skills are needed to persuade employers to improve workplace policies and attitudes to support individuals and families?
- What are the benefits of flexible working hours for employees and employers? Of part-time work/job sharing? Of telecommuting? Of cafeteria-style fringe benefits?
- What kinds of workplace support strategies can you predict for the future?

Management

- What management skills can be used in organizing efforts to improve workplace policies and attitudes in support of individuals and families?
- What barriers do you face in organizing efforts to improve workplace policies and attitudes in support of individuals and families?
- What resources can help you overcome these barriers?
- What actions can be taken if you want to influence workplace policies and attitudes in support of individuals and families?
National Standards for Family and Consumer Sciences Education

2.5.3
Analyze economic effects of laws and regulations that pertain to consumers and providers of services.

2.5.4
Analyze practices that allow families to maintain economic self-sufficiency.

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)

Career Investigation
Entrepreneurship
Interpersonal Communications
National Programs in Action
Professional Presentation
Public Policy Advocate

Task Number 46

Analyze community resources and systems of formal and informal support available to individuals and families.

Definition
Analysis should include

- areas in which individual and family support is often needed
- professional support agencies and contact information, eligibility requirements for services, directions to
  the agency, and steps necessary to initiate the service
- questions to ask agencies about the services they provide.

**Process/Skill Questions**

**Thinking**

- Why are resources from outside the family or work setting sometimes necessary?
- Why do some families neglect to seek outside help?
- Why do some workers refuse to recognize their need for outside help?
- What are the benefits of seeking help when it is needed? What are the consequences of refusing to seek help?

**Communication**

- What communication skills are needed to access professional support services?
- How can technology aid in your search for and access to professional support agencies?
- What communication skills can help you evaluate possible sources of support?

**Leadership**

- What leadership techniques can be used to investigate professional support agencies?
- How can you persuade others to seek help when needed from professional support agencies?
- What factors may influence your attitudes and beliefs about seeking support?
- What happens when individuals or families cannot afford professional support?

**Management**

- What management skills can help you examine family and work support resources and services?
- What information is needed to access the services of a professional support agency? How do you obtain that information?
- What steps can be taken to initiate assistance from a support agency?

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

1.3.4
Analyze community resources and systems of formal and informal support available to individuals and families.

2.3.1
Analyze state and federal policies and laws providing consumer protection.

7.2.1
Describe local, state, and national agencies and informal support resources providing human services.

**FCCLA National Programs**

**Families First: Balancing Family and Career**
Task Number 47

Apply management and planning skills and processes to organize tasks and responsibilities within the workplace and at home.

Definition

Application should include

- identifying tasks and responsibilities that need to be managed
- assigning tasks and responsibilities to others on the basis of ability, interest, or developmental level instead of role stereotypes
• developing support systems that help individuals manage family and work responsibilities.

Process/Skill Questions

Thinking

• What factors influence your attitudes and beliefs regarding management of family and work responsibilities?
• Why is sharing responsibilities among family members or work teams important?
• How does sharing responsibilities help build strong families or work teams?

Communication

• What communication skills are essential when assigning tasks, responsibilities, and performance standards within the workplace? Home?
• How can family members effectively express their feelings about their assignments and performance standards?
• How can workers effectively express these feelings?
• What are some of the different social expectations of men and women? Are these valid and supportable by research?

Leadership

• What leadership skills can help you devise a plan for assigning tasks, responsibilities, and performance standards in work or family settings?
• What conflicts may arise when the division of tasks is inequitable?
• How can you prevent or manage conflict related to the division of tasks in a relationship?
• How can leadership skills help you avoid gender stereotyping in the family, in the workplace, and in the community?

Management

• Does the amount of time a family spends on various responsibilities reflect what is important to that family?
• Does the amount of time a worker spends on various responsibilities reflect what is important to that employer?
• How might roles in the family change as you move through the life cycle?

National Standards for Family and Consumer Sciences Education

13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.
13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
2.1.3
Analyze decisions about providing safe and nutritious food for individuals and families.

2.1.4
Apply consumer skills to providing and maintaining clothing.

2.1.5
Apply consumer skills to decisions about housing, utilities, and furnishings.

2.1.6
Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.

2.1.7
Apply consumer skills to decisions about recreation.

2.1.8
Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

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.

6.2.2
Analyze the effects of social and cultural diversity on individuals and families.

**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: Working on Working**

**Student Body: The Real You**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Chapter Service Project Display**

**Event Management**

**Interpersonal Communications**
Task Number 48

Identify the various types of problems (e.g., practical, scientific, interpersonal, intrapersonal).

Definition

Identification should include

- defining practical problems
- defining scientific problems
- defining interpersonal problems
- defining intrapersonal problems
- defining perspective
- defining limiting beliefs
- distinguishing among the problem types.

Process/Skill Questions

Thinking

- What is the definition of a practical problem?
- What are some examples of practical, scientific, and interpersonal problems?
- What are the similarities and differences in the practical and scientific methods of problem solving?
- What value does dedicating time for self-reflection have?
- What are the consequences of not holding yourself accountable for your words and actions?
- How does your perspective influence your thoughts and actions?
- What are limiting beliefs, and how can they affect your life?
Communication

- How do different types of problems affect communication?
- How can communication help to solve practical, scientific, and interpersonal problems?
- What are some ways that individuals can share family or work problems effectively?
- How can self-reflection and silence contribute to discovering intrapersonal problems?
- How can recognizing your limiting beliefs contribute to your daily success?

Leadership

- What strategies can leaders use to prevent problems in order to reach group goals?
- How is cooperation vital to solving problems?
- How can influence affect leadership?
- How does modeling appropriate behavior affect your leadership?

Management

- What types of negotiation skills can be used to solve problems?
- How can ineffective management of problems alter your life plan?

National Standards for Family and Consumer Sciences Education

13.2.1
Analyze the effects of personal characteristics on relationships.

13.2.5
Explain the effects of personal standards and behaviors on interpersonal relationships.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Financial Fitness: Protecting

Power of One: A Better You

Power of One: Family Ties

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management
Task Number 49

Identify adequate, reliable information and resources for problem solving.

Definition

Evaluation should result from

- describing the characteristics of reliable resources researching various forms of information (e.g., Internet, community resources, print and broadcast media, family and friends, professional sources)
- selecting credible resources
- identifying ethical and unethical scenarios
- performing realistic skits representing ethical and unethical situations.

Process/Skill Questions

Thinking

- What criteria should be used to evaluate a source of information?
- What factors influence your belief in the reliability of information sources?
- What ethical issues might be involved in individual and family problem solving?
- What are some examples of ethical and unethical choices?
- What influence does your family have on how you define ethical and unethical choices?

Communication

- What questions should be asked to determine whether a source of information is credible?
- What communication skills should be used to investigate and select resources for individual and family problem solving?
- What are the dangers of taking information out of context?

Leadership

- What leadership skills can help you evaluate the reputation of information sources?
- Why is accurate and clear information important in problem solving?
Management

- How can you use the information and resources obtained to solve individual and family problems?
- What steps do you need to take to continue the problem-solving process after you have gathered accurate, reliable information and resources?

National Standards for Family and Consumer Sciences Education

1.2.4
Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.

13.4.3
Apply the roles of decision making and problem solving in reducing and managing conflict.

13.6.1
Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

13.6.2
Apply ethical guidelines when assessing interpersonal issues and situations.

13.6.3
Apply critical thinking and ethical standards when making judgments and taking action.

13.6.4
Demonstrate ethical behavior in family, workplace, and community settings.

13.6.5
Compare the relative merits of opposing points of view regarding current ethical issues.

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Family Ties

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Event Management

Interpersonal Communications
Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate

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**Task Number 50**

**Identify steps in practical problem solving.**

**Definition**

Identification should include

- defining the problem
- evaluating the information needed to solve the problem
- analyzing choices and consequences
- selecting the best option
- outlining the plan of action
- implementing the plan
- evaluating the outcome
- revising the solution, if needed.

**Process/Skill Questions**

**Thinking**

- Why is it important to follow the steps in the practical problem-solving model?
- What are the consequences of failure to deal with problems?
- What are the benefits of being assertive when problem solving?

**Communication**

- What are some effective ways of communicating problems?
- How can you initiate a conversation with someone with whom you are having a conflict?
- How can attitude affect the problem resolution?
- How can free writing help you discover new resolutions?
- How does calling to set your own appointments improve your communication skills?

**Leadership**

- How can problem-solving steps be used to help a friend or family member solve a problem?
- Why is it critical to consider the perspectives of others in problem solving?
- Why should leaders have good problem-solving skills?
- Why is integrity vital to your leadership ability?

Management

- How can problem solving be used to accomplish simple and complex goals?
- Why is it important to prioritize tasks?
- How might background knowledge be used to solve problems?
- Why is it important to maintain a positive attitude?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Take the Lead

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate

Task Number 51

Implement practical problem-solving steps in life situations.

Definition

Implementation should include
• describing applicable scenarios for problem solving in the workplace, school, and home
• solving a hypothetical problem, using the practical problem-solving steps.

Process/Skill Questions

Thinking

• What are some situations in your life that require problem-solving steps?
• What role do your parent(s) have in how you cope with and solve problems?
• Why is it more effective to solve problems using these steps?
• Why is it important to recognize your role in the problem?

Communication

• What could be some consequences of reacting before thinking through the situation?
• How could waiting 24 hours to respond to an email or text be beneficial?
• What communication skills are necessary when solving group problems?
• How can using “I statements” assist in creating a safe environment?

Leadership

• How can problem-solving skills be applied to group problems?
• How can group leaders empower all group members to participate in problem solving?
• How can a leader motivate a group to solve its problem effectively?
• How can practicing self-control affect your problem solving skills? Why is your reputation important when leading?

Management

• What could be the consequences of avoiding problems?
• How does using a problem-solving plan increase the likelihood of success?
• What are the differences between being passive, aggressive, and assertive?
• How can problem-solving steps be used to accomplish both simple and complex goals?

National Standards for Family and Consumer Sciences Education

13.3.1
Analyze communication styles and their effects on relationships.

13.3.7
Analyze the roles and functions of communication in family, work, and community settings.

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: Take the Lead
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Interpersonal Communications
Leadership
National Programs in Action
Nutrition and Wellness
Parliamentary Procedure
Professional Presentation
Promote and Publicize FCCLA!
Repurpose and Redesign
Creating and Maintaining Healthy Relationships

Task Number 52

Identify factors that affect self-concept.

Definition

Identification should include

- hereditary factors
- environmental factors
  - family relationships
  - experiences
  - relationships with friends and others
  - cultural factors
- internal factors: beliefs and values about personal worth.

Process/Skill Questions

Thinking

- Why should you be concerned about your self-concept?
- What effect does self-esteem have on individuals?
- What effect does self-esteem have on friends? Family? Classmates? Co-workers?
- What control do you have over your self-concept?

Communication

- What factors determine your self-concept?
- What effect can you have on these factors?
- Can you influence your self-concept and the self-concept of others? Why or why not?
- How can you tell when your actions will have a negative influence on others’ self-concept?

Leadership

- Are you aware of how your actions affect others?
• Do others seem to be aware of the effect of their actions on you? Why or why not?
• What leadership skills can help you minimize the effects of negative situations and maximize the effects of positive situations on your self-concept?
• Do leaders have higher self-esteem than others? Why or why not?

Management

• What information is needed to avoid actions that have a negative effect on another’s self-concept?
• What steps should be taken to increase self-esteem?
• What management skills are needed to help identify factors that affect self-concept?

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.

12.2.3
Analyze the influences of gender, ethnicity, and culture on individual development.

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

15.1.3
Analyze influences of parenting practices on individuals, families, and society.

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of 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
STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Event Management

Focus on Children

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Professional Presentation

Public Policy Advocate

Repurpose and Redesign

Sports Nutrition

Sustainability Challenge

Teach and Train

Task Number 53

Demonstrate positive self-worth in self and others.

Definition

Demonstration of positive self-worth should include
• exploring specific self-esteem builders
• using and practicing positive self-talk
• learning a new skill continually
• expressing opinions and feelings constructively
• choosing actions wisely
• being confident in one's own abilities.

Demonstration of positive self-worth in others should include

• providing words of encouragement
• expressing confidence in others' abilities
• helping others learn new skills
• listening to others' opinions and feelings
• allowing others to make decisions about things that affect them.

Process/Skill Questions

Thinking

• Why is it important to support positive views of oneself and others?
• What happens when group members motivate and encourage each other?
• How is this related to self-worth? What criteria should be used to evaluate strategies to increase self-worth?
• What roles do risk and failure have in supporting positive views of self and others?

Communication

• What communication skills are needed to develop team and community spirit?
• How is this related to self-worth? How do you communicate your support of positive views of yourself and others?
• What is the role of communication in connecting you to others?

Leadership

• How do you create an environment that encourages and respects the ideas, perspectives, and contributions of others?
• What leadership skills can be used to develop a workable set of values and goals for a group?

Management

• What management skills are essential to organize and delegate responsibilities?
• How is this related to self-esteem? How can you use the processes of cooperation, compromise, and collaboration to support positive views of self and others?
• What strategies can be developed to accomplish your goals of accepting yourself as special and unique, developing a sense of connectedness with others, taking control of your life, and developing a workable set of values and goals?

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.

12.2.3
Analyze the influences of gender, ethnicity, and culture on individual development.

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

15.1.3
Analyze influences of parenting practices on individuals, families, and society.

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of family members.

**FCCLA National Programs**

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

**FCCLA: STAR Events (2019)**

Career Investigation
Task Number 54

Identify characteristics of caring, respectful, and responsible relationships.

Definition

Identification should include

- description of various characteristics of healthy relationships
- analysis of characteristics of healthy and unhealthy relationships
- personal needs and personality traits and their impact on relationships
- behaviors, motivations, and factors that contribute to healthy and unhealthy relationships
- potential benefits of caring, respectful, and responsible relationships.
Process/Skill Questions

Thinking

• What are the characteristics of healthy and unhealthy relationships?
• Why is it important to have respectful and healthy relationships?
• What can you do to create respectful and healthy relationships?

Communication

• How do respectful and healthy relationships contribute to communication in the family? In the workplace? In the community?
• What is the role of communication in forming and maintaining healthy and unhealthy relationships?
• What are some consequences of stress on relationships?

Leadership

• What leadership skills are needed to create respectful and healthy relationships?
• What traditions and social norms contribute to respectful and healthy relationships?

Management

• What resources are available to help young people create respectful and healthy relationships?
• What personal and environmental factors contribute to healthy and unhealthy relationships?
• What are the benefits of respectful and healthy relationships for self? For families? For the community?

National Standards for Family and Consumer Sciences Education

13.1.1
Analyze processes for building and maintaining interpersonal relationships.

13.1.3
Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.

13.1.4
Analyze factors that contribute to healthy and unhealthy relationships.

13.3.1
Analyze communication styles and their effects on relationships.

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of family members.

6.2.3
Analyze the effects of empathy for diversity on individuals in family, work, and community settings.

6.2.5
Analyze the effects of globalization and increasing diversity on individuals, families, and society.

FCCLA National Programs

FACTS: People

FACTS: Roads
FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

STOP the Violence

Student Body: The 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

Hospitality, Tourism, and Recreation

Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate

Teach and Train

Task Number 55
Analyze the effects of dependence, independence, codependence, and interdependence on relationships.

Definition

Analysis should include

- definitions of dependence, independence, codependence, and interdependence
- characteristic behaviors of people engaged in interdependent relationships
- consequences of dependent, independent, codependent, and interdependent relationships
- importance of interdependence in constructive relationships.

Process/Skill Questions

Thinking

- What is the significance of power in dependent, independent, codependent, and interdependent relationships?
- What factors may influence the dependent, independent, or interdependent nature of our relationships?
- Why is high self-esteem necessary for an interdependent relationship?
- What are the effects of dependence on relationships?

Communication

- How do communication skills help you develop individuality and thrive in a constructive relationship?
- What communication skills need to be learned in order to develop interdependence in a relationship?
- What communication strategies do people use to manipulate others?

Leadership

- What kinds of relationships can leaders and followers have? Why?
- What leadership skills can help you form and maintain interdependent relationships?
- What are the effects of independence on relationships?

Management

- What steps should be taken to try to change a dependent or independent relationship to an interdependent one?
- What resources are available to people who wish to change the nature of their relationship with another person?
- What management skills can help you improve relationships in the workplace?

National Standards for Family and Consumer Sciences Education

13.2.1
Analyze the effects of personal characteristics on relationships.

13.2.2
Analyze the effect of personal needs on relationships.
13.2.5
Explain the effects of personal standards and behaviors on interpersonal relationships.

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of family members.

**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: 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)**

Event Management

Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation
Task Number 56

Identify skills important in building and maintaining relationships with others.

Definition

Identification should include

- development stages of interpersonal relationships
- skills important in initiating and maintaining relationships with others
- processes (e.g., conflict resolution, mediation, anger management) for handling unhealthy relationships
- processes for ending unhealthy relationships (e.g., cyber bullying, bullying, codependence).

Process/Skill Questions

Thinking

- What factors influence your attitudes about cooperation, collaboration, compromise, teamwork, and group membership?
- What criteria should be used to evaluate the extent of someone’s cooperation?
- What are the potential benefits of cooperation in pursuit of goals for the individual and for the group?
- What ethical issues may arise when groups attempt to gain cooperation from their members? When might a group member legitimately refuse to cooperate?

Communication

- What communication skills are needed to develop a spirit of cooperation?
- How can you communicate your goals to others outside the group?

Leadership

- What are the consequences of not using the strengths of group members?
- How can leaders integrate new members into the group and encourage their cooperation to achieve group goals?

Management

- What resources are needed to encourage cooperation in the achievement of group goals?
- What management techniques help you organize and delegate responsibilities?

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.

13.5.2
Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.3
Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

13.5.4
Demonstrate techniques that develop team and community spirit.

13.5.5
Demonstrate ways to organize and delegate responsibilities.

13.5.6
Create strategies to integrate new members into the team.

13.5.7
Demonstrate processes for cooperating, compromising, and collaborating.

**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**

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**Task Number 57**

**Demonstrate relationship-building techniques with people of different ages, abilities, genders, and cultures.**

**Definition**

Demonstration should include
• interaction (e.g., verbal and nonverbal communication, team building, play, sports) with individuals of different ages, abilities, genders, and cultures
• respect for different ages, abilities, genders, and cultural differences.

Process/Skill Questions

Thinking

• What are your physical, social, emotional, cognitive, and creative characteristics and needs?
• How do your personal characteristics and needs affect relationships with people of different ages, abilities, genders, and cultures?
• What factors enhance or limit your ability to relate to people of different ages, abilities, genders, and needs?

Communication

• How can you identify the perspectives, characteristics, and needs of people of different ages, abilities, genders, and cultures?
• What assumptions are made about people based on their age, appearance, gender, or ethnic/cultural background?
• What communication skills are needed to relate to people of different ages, abilities, genders, and cultures?

Leadership

• What personal skills are needed to positively affect relationships with people of different ages, abilities, genders, and cultures?
• How do cultural traditions influence relationships?
• What actions can be taken to improve relationships with people of different ages, abilities, genders, and cultures?

Management

• What steps should be taken to create caring, respectful, and healthy relationships with people of different ages, abilities, genders, and cultures?
• What ethical standards should guide your relationships with people of different ages, abilities, genders, and cultures?
• What can be learned about yourself through the examination of your relationships with people of different ages, abilities, genders, and cultures?

National Standards for Family and Consumer Sciences Education

1.2.3
Apply communication skills in school, community and workplace settings and with diverse populations.
1.2.4
Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
13.5.1
Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2
Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.3
Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
13.5.6
Create strategies to integrate new members into the team.
6.2.3
Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
6.2.4
Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.

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)
Focus on Children
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 58

Apply strategies for conflict resolution.

Definition
Application should include

- stating the problem clearly
- listening to positions and interests of others
- identifying and presenting positions and interests
- brainstorming possible solutions
- eliminating solutions that are unacceptable
- choosing a solution that represents a consensus
- making a plan of action to resolve the problem.

Process/Skill Questions

Thinking

- What causes conflict? What strategies could be used to prevent and resolve conflicts?
- What is the desired outcome when a problem arises?

Communication

- How does communication affect the generation and resolution of conflict?
- Where do you acquire your attitude toward conflict and conflict resolution?
- How might this attitude affect your ability to resolve conflicts?

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?
- How might conflict and the resolution of conflict affect group goals?

Management

- Why is it important to resolve conflict?
- What are the benefits of using various methods of conflict resolution?

National Standards for Family and Consumer Sciences Education

13.4.1
Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.2
Explain how similarities and differences among people affect conflict prevention and management.

13.4.3
Apply the roles of decision making and problem solving in reducing and managing conflict.

13.4.4
Demonstrate nonviolent strategies that address conflict.

13.4.5
Demonstrate effective responses to harassment.

13.4.6
Assess community resources that support conflict prevention and management.
Task Number 59

Evaluate available resources for help in crisis situations.

Definition

Evaluation should include

- determining when help is needed
- determining the type of help or support needed (e.g., physical, cognitive, emotional, professional, social, medical)
- finding reliable resources for help
following through with additional resources, if needed.

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?

Communication

- What communication skills are needed to articulate the need for help and to make effective use of resources?
- What communication skills can help you select sources of assistance?

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?
- What leadership skills can help you decide if the support you are getting is adequate and effective?

Management

- What management strategies can be used to ensure that individuals or groups seek appropriate help when needed?
- What resources are needed to find and select adequate, reliable help?
- What criteria is used to determine if you are ready to terminate support?

National Standards for Family and Consumer Sciences Education

1.3.4
Analyze community resources and systems of formal and informal support available to individuals and families.

13.4.6
Assess community resources that support conflict prevention and management.

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
Task Number 60

Identify characteristics and strategies to create and maintain a strong functional family.

Definition

Identification should include

- appreciating and respecting each other
- affirming and supporting each other
- spending time together
- having a sense of play and humor
- sharing religious and/or ethical and moral values
- dealing positively with crises
- having a sense of shared responsibility
- balancing family members' needs for interaction with needs for privacy
- seeking help for problems when needed
- using effective communication skills to listen, share, and resolve conflict
- having a strong sense of family, with rituals and traditions.

Process/Skill Questions

Thinking

- What is meant by the term functional family? What are the functions of the family?
- Why are strategies needed to create and maintain a strong, functional family?
- What factors might influence your beliefs or ideas regarding strong, functional families?
Communication

- Why are good communication skills essential to creating and maintaining a strong, functional family?
- What communication skills are needed to display unconditional love in caring ways?

Leadership

- What leadership skills enable you to accept help and support when needed?
- How can leadership skills be used to work out problems and challenges as a family?

Management

- What information is needed to develop strategies for creating and maintaining a strong, functional family?
- What barriers are faced when seeking to create and maintain a strong, functional family?

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.

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of 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

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Event Management

Focus on Children

Interpersonal Communications
Task Number 61

Evaluate the roles and responsibilities of each family member in creating a healthy family unit.

Definition

Evaluation should include

- identifying the functions of the family unit
- recognizing physical, social, and emotional needs of family members.

Process/Skill Questions

Thinking

- What physical, emotional, intellectual, and spiritual needs do different family members have in a specific developmental stage of the life cycle?
- What is the relationship between developmental tasks and the needs of individuals?
- What can happen to growth and development when a person’s needs for safety and security are not met?
- How do the responsibilities of family members differ (e.g. the responsibility of being a parent versus a friend)?

Communication

- What communication skills are important in recognizing the needs of family members at different stages of the life cycle?
- How can family members help one another achieve their individual goals?
- What is the role of communication in preparing family members to accomplish developmental tasks?

Leadership

- What leadership skills help you understand the needs of family members?
- How can you help other family members accomplish their developmental tasks in a particular stage of the life cycle?

Management

- What happens when families do not understand the needs of members at different stages of the life cycle?
- What information and resources are needed to identify the needs of family members at various stages of development?
National Standards for Family and Consumer Sciences Education

13.1.2
Predict the effects of various stages of the family life cycle on interpersonal relationships.

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

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

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of 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

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Event Management

Focus on Children

Interpersonal Communications

National Programs in Action

Task Number 62

Analyze factors influencing date or mate selection. (sensitive)

Definition

Analysis should include
• the most desirable qualities in a date or mate
• the impact of similar or different values, beliefs, and attitudes
• the value of similar or different educational, social, economic, and cultural backgrounds.

Process/Skill Questions

Thinking

• What are the most important qualities in a partner from your personal point of view?
• Do you think your parents or other family members would share this view? Why or why not?
• How might your list of the most important qualities in a partner change as you get older?
• What values, beliefs, or ethical standards are most important to you?
• What may happen if you wish to form a relationship with a person who has different values, beliefs, or standards?
• How does mate selection occur in different cultures? How do your partner’s friends and family affect your relationship?

Communication

• How do good communication skills enhance the ability to choose a suitable partner?
• What communication skills are especially important in developing and maintaining a relationship with a potential partner?
• How do you communicate your values, beliefs, and standards to others?

Leadership

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

Management

• What resources are available to help you understand the perspectives, needs, and characteristics of others?
• What is the impact of our ethical standards on our choice of a partner?

National Standards for Family and Consumer Sciences Education

13.1.1
Analyze processes for building and maintaining interpersonal relationships.

13.2.1
Analyze the effects of personal characteristics on relationships.

13.2.2
Analyze the effect of personal needs on relationships.

13.2.3
Analyze the effects of self-esteem and self-image on relationships.

13.2.4
Analyze the effects of life span events and conditions on relationships.

13.2.5
Explain the effects of personal standards and behaviors on interpersonal relationships.

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

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

**Power of One: A Better You**

**Power of One: Family Ties**

**Student Body: The Real You**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**

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**Task Number 63**

**Assess personal readiness and responsibilities for partnerships (e.g., marriage, family life).**

**Definition**

Assessment should include

- the degree of relative independence from parents
- emotional and intellectual maturity
- economic independence
- desire to commit to a long-term relationship with another person
- desire to accept responsibilities associated with marriage and family life.

**Process/Skill Questions**

**Thinking**
• What factors influence a decision to form one’s own family?
• What criteria should be used to weigh the importance of each of these factors?
• What is the relationship between educational and career goals versus marriage and family life?

Communication

• What questions should be asked to determine readiness for marriage and family life?
• What is the role of communication in making decisions regarding marriage and family life?

Leadership

• What ethical standards will guide you in considering your readiness for marriage and family life?
• What might be the consequences of unrealistic expectations regarding marriage and family life?
• What leadership abilities are needed in order to make responsible decisions regarding marriage and family life?

Management

• What are some favorable and unfavorable factors to consider in predicting marital happiness?
• What resources are available to help evaluate personal factors regarding readiness for marriage and family life?
• What management skills can help you make good decisions?

National Standards for Family and Consumer Sciences Education

13.1.1
Analyze processes for building and maintaining interpersonal relationships.

13.1.2
Predict the effects of various stages of the family life cycle on interpersonal relationships.

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
Task Number 64

Assess responsibilities and personal readiness for parenthood.

Definition

Assessment should include

- recognizing the importance of the parenting role
- examining factors affecting the decision to become parents
- identifying personal qualities needed by parents
- identifying the social, emotional, physical, intellectual, and financial considerations of parenting
- evaluating current knowledge of child development and child care.

Process/Skill Questions

Thinking

- What factors influence a decision to have children?
- What criteria should be used to weigh the importance of each of these factors?
- What is the relationship of educational and career goals versus parenthood?
- What are some poor reasons for having children? What can happen when people have children for poor reasons?

Communication

- What questions should be asked to determine our readiness for parenthood?
- What is the role of communication in making decisions regarding parenthood?

Leadership

- What ethical standards will guide you in considering your readiness for parenthood?
• What might be the consequences of unrealistic expectations regarding parenthood?
• What leadership abilities are needed to make responsible decisions regarding parenthood?

Management

• What are some favorable and unfavorable factors to consider in predicting parental success?
• What resources are available to help you consider factors regarding readiness for parenthood?

National Standards for Family and Consumer Sciences Education

13.1.2
Predict the effects of various stages of the family life cycle on interpersonal relationships.

15.1.1
Analyze parenting roles across the life span.

15.1.2
Analyze expectations and responsibilities of parenting.

15.1.3
Analyze influences of parenting practices on individuals, families, and society.

FCCLA National Programs

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

FCCLA: STAR Events (2019)

Event Management

Focus on Children

Interpersonal Communications
Developing a Life-Management Plan

Task Number 65

Examine the need for and benefits of a life-management plan.

Definition

Examination should focus on

- examples of life choices (e.g., career, education, family, friends, leisure time, spirituality, geographic location, retirement)
- reasons for having a life-management plan (e.g., the concept of personal responsibility for life planning)
- steps in the life-management planning process
- barriers to developing a life-management plan.

Process/Skill Questions

Thinking

- Whose responsibility is it to choose and manage your life choices? What happens when you take responsibility for your life choices? What happens when you leave your life choices up to fate, luck, events, or other people?
- In what areas should you have plans for your life?

Communication

- What ethical choices are you faced with in developing your life-management plan?
- How can you make choices that are in your best interest?
- How can you make choices that are in the best interests of others?
- Does having a life plan guarantee success? Why or why not?

Leadership
• What leadership skills enable you to take responsibility for your life choices?
• What choices do you have concerning your health, your relationships, your education, and your career?
• How will the choices that are made now affect your future life plans?

Management

• How do you assess your values, interests, skills, and experiences?
• How can you begin to address barriers to life planning, such as lack of self-knowledge, low self-esteem, or rigid family roles?
• What management skills are needed to complete the steps of the life-management process?

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.

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.

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

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Task Number 66

Analyze personal factors (e.g., values, personality traits, education, economic situations, life changes) that can alter a life-management plan.

Definition

Analysis should include

- factors such as life cycle stages, life changes, societal and personal circumstances, shifting goals, death, job loss
- examples of situations reflecting these factors and an examination of the choices available to people in these circumstances.

Process/Skill Questions

Thinking

- How can you predict what will be important to you in the future?
• What factors will affect specific choices, such as education, family formation, or career?
• What kinds of behavior reflect the universal values of honesty, integrity, trustworthiness, loyalty, fairness, caring, respect, responsibility, pursuit of excellence, and accountability?
• What is the relationship between universal values and life planning?

Communication

• Where do you acquire your beliefs and attitudes about life planning?
• What can you learn about yourself from developing a life-management plan?

Leadership

• How can you use leadership skills and techniques to convince others of the importance of life planning?
• Are leaders more apt to develop a life-management plan than other people are? Why or why not?
• What leadership skills help you identify your personal strengths and limitations?
• What leadership skills help you take personal responsibility for the choices you make?

Management

• What information is needed to assess factors that affect life planning? Where can you get that information?
• Why would management skills be important in dealing with the factors that affect life planning?

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.

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

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

FCCLA: STAR Events (2019)
Career Investigation
Event Management
Interpersonal Communications
National Programs in Action
Nutrition and Wellness
Professional Presentation
Public Policy Advocate

Task Number 67

Develop a draft life-management plan that includes short- and long-term personal goals.

Definition
Plan should include goals that are specific, realistic, measurable, and time sensitive. It should include goals across the lifespan and incorporate how these goals relate to personal academic and career plans.

**Process/Skill Questions**

**Thinking**

- What is the importance of imagining or envisioning the achievement of a goal?
- What is the difference between a dream and a goal?
- What is the difference between short- and long-term goals?
- What role does luck play in achieving goals?

**Communication**

- How can you use goals to inspire a life-management plan?
- Where do you acquire your attitudes and beliefs about goal setting and goal achievement?
- What communication skills should be used to describe your vision of success?

**Leadership**

- What effect does setting and achieving goals have on your self-esteem?
- What leadership skills can be used to facilitate goal setting in a group or with other individuals?
- What should you do to ensure that your goals are meaningful, specific, achievable, and morally defensible?

**Management**

- What management techniques will help you develop action plans regarding your goals?
- What is the meaning of persistence and positive attitude when working toward a goal?

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

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

2.6.1
Evaluate the need for personal and family financial planning.

2.6.2
Apply financial management principles to individual and family financial practices.

**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
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Student Body: The Fit You
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Student Body: The Resilient You

FCCLA: STAR Events (2019)
Career Investigation
Chapter Service Project Display
Entrepreneurship
Event Management
Interpersonal Communications
Job Interview
Leadership
National Programs in Action
Nutrition and Wellness

Professional Presentation

Public Policy Advocate

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**Task Number 68**

**Evaluate use of time, money, and other resources needed to achieve personal goals.**

**Definition**

Evaluation should include determining which personal resources (e.g., human, material, education, community, natural) are available for each individual to achieve personal goals across the lifespan.

**Process/Skill Questions**

**Thinking**

- What is the importance of identifying resources?
- Can you place a dollar value on your resources? Why or why not?

**Communication**

- Are communication skills a resource? Why or why not?
- Is technology an effective resource for achieving goals? Why or why not?

**Leadership**

- Do leaders spend their resources more wisely than other people? Why or why not?
- How can you use your resources to overcome barriers to goal achievement?

**Management**

- What steps are involved in locating and evaluating resources?
- What is the importance of time management in achieving goals?
- What is the relationship between use of your resources and your life-management plan?

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

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

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.
2.5.1
Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.

FCCLA National Programs

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: 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)

Career Investigation
Chapter Service Project Display
Event Management
Interpersonal Communications
National Programs in Action
Nutrition and Wellness
Developing Strategies for Lifelong Career Planning

Task Number 69

Analyze the significance of work.

Definition

Analysis should include the rewards of work for individuals, family, and society.

Process/Skill Questions

Thinking

- What would happen to individuals, families, and society if people did not work?
- How does depending on others contribute to an unstable home environment?
- What are some economic, personal, and social reasons that people work?
- How does working increase our understanding of our value?
- What is the relationship between work and self-esteem? Between work and the strength of families? Between work and the political and economic systems?
- How are individuals able to practice self-discipline in the workplace?

Communication

- How is communication in the workplace similar to and different from communication within families and among friends?
- What are the benefits of good communication in the workplace?
- What consequences does having a poor reputation have on your career?

Leadership

- How are your values represented by your choice of career?
- How does work assist in achieving the goals in your life-management plan?
- How does achieving these goals contribute to role-modeling?

Management
What information and resources are needed to analyze the significance of work?
What books are helpful to read to improve your leadership ability?
How does successfully managing your own life contribute to your ability to manage/lead others?

National Standards for Family and Consumer Sciences Education

1.1.3
Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

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

FCCLA National Programs

Families First: Balancing Family and Career

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 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

Interpersonal Communications

Leadership

National Programs in Action
Task Number 70

Analyze the importance of a strong work ethic.

Definition

Analysis should include

- the definition of *work ethic*
- factors that influence attitudes and beliefs about building and maintaining a strong work ethic
- specific examples of employees demonstrating a strong work ethic.

Process/Skill Questions

Thinking

- What role does work ethic play in your success as a family member? As a friend? As a student? As a worker?
- What factors determine your attitudes toward work ethic?
- What is the relationship between work ethic and social and political issues?
- What is your responsibility as an employee?
- What does it mean to cooperate?

Communication

- What communication skills are needed to analyze the value of work ethic?
- Do you think that improving communication skills helps improve work ethic? Why or why not?
- How does body language affect the communication process?

Leadership

- What leadership concepts encompass a positive work ethic?
- What leadership skills can you use to persuade others of the value of work ethic?
- How do you define integrity?

Management
• What resources are available to individuals who wish to learn more about the work ethic?
• What are the benefits of a strong work ethic for your family? Your school? Your community? Your country?
• What is the relationship between work ethic and balancing work and family roles?
• What might happen if an employee or employer engages in unethical practices?
• What is your responsibility with regard to reporting unethical choices made by co-workers?

National Standards for Family and Consumer Sciences Education

1.2.8
Demonstrate employability skills, work ethics, and professionalism.

FCCLA National Programs

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: Family Ties
Power of One: Working on Working
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management
Interpersonal Communications
Leadership

National Programs in Action
Task Number 71

Evaluate career choices in relation to a personal life-management plan.

Definition

Evaluation should include

- defining job and career and differentiating between the two
- identifying career clusters and pathways
- assessing personal characteristics
- completing appropriate interest inventories or tests
- researching job characteristics and conditions
- determining training requirements
- considering geographic mobility
- gauging employment outlook (e.g., conducting labor market research to determine trends in hiring and growth in occupations)
- considering values, goals, and desired lifestyle
- identifying career choices that will support their choice of lifestyle
- discussing specific steps to create a clearly defined plan of action.

Process/Skill Questions

Thinking

- Why are career choices important in a life-management plan?
- Would you be willing to make sacrifices (e.g., work in jobs you do not enjoy or for low pay) to reach an ultimate goal of a satisfying career? Explain.
- How can you clearly define your career path?

Communication

- What communication skills enable you to evaluate career choices in relation to a life-management plan?
- Where do you acquire your attitudes and beliefs regarding career choices?
- How can you communicate your career choices to others?

Leadership

- How can you encourage others to evaluate career choices in relation to a life-management plan?
- What happens when you choose a career that fits into your definition of success?
- What happens when you choose a career that does not fit?
• How can going the extra mile contribute to your success as a leader?

Management

• What information is needed to evaluate career choices in relation to a life-management plan?
• What problem-solving/decision-making process can be used to evaluate career choices in relation to a life-management plan?
• What steps can be taken to ensure that the career choices fit the life-management plan?

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.

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: 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
Event Management
Interpersonal Communications
Job Interview
Task Number 72

Devise strategies for dealing with career changes.

Definition

Strategies should include

- creating a network of support (e.g., family, friends, support groups, professional counselors)
- reducing stress (e.g., maintaining physical fitness, using relaxation techniques, engaging in enjoyable activities)
- re-evaluating and updating career goals in relation to a life-management plan
- planning ways to adapt to temporary or permanent changes in lifestyle that may result from career changes or job loss
- developing an emergency fund to cover three to six months of expenses.

Process/Skill Questions

Thinking

- Why do you need to prepare for career successes, changes, or disappointment?
- Do you think that career success brings about stress? Why or why not?
- What is the role of self-esteem in dealing with career change?
- What are the benefits of taking big risks in terms of a career (such as becoming an entrepreneur or taking a job outside your field)? What are the consequences of never taking a career risk?

Communication

- What happens when technology replaces humans on the job? How can people cope with this career change?
- What are the benefits of a support network in dealing with career disappointments?
- What is the benefit of networking, even when you are currently employed?

Leadership

- What can career disappointments (such as being refused a job or being fired) teach us about ourselves?
- What do leaders learn from failure? How might they use life lessons to their advantage?
• What leadership skills help you deal with career changes?

Management

• What information is needed to devise strategies for dealing with career change?
• What criteria should be used to rate career changes as positive or negative?
• What is the difference between a leader and a manager?

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.

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: 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 Resilient You

FCCLA: STAR Events (2019)
Task Number 73

Practice job-search skills.

Definition

Practice should include

- tracking employer hiring activity in the community
- writing a résumé
- posting or distributing résumés or job applications
- participating in job shadowing, volunteering, internships, and mock interviews
- analyzing practices that help prepare a person for a career
- discussing proper attire and etiquette for job interviews
- demonstrating phone etiquette.

Process/Skill Questions

Thinking

- How important are job-search skills in an overall career plan? What are the benefits of using good job-search skills?
- How does a commitment to personal growth contribute to your employability?
- What factors may influence your attitudes toward job-search skills?
- How does an individual’s job search affect the person, the family, and the community?
- What are the characteristics of a strong résumé?
- How do you build a strong résumé (e.g., skill set, education level, work experience, internships, involvement in student organizations, teamwork, service)?
Communication

- What questions should be asked to locate job opportunities?
- What is the role of technology in labor market research? In locating job opportunities? In posting or distributing résumés or job applications?
- What impression does using your phone while being interviewed convey to your potential employer?
- Why is it inappropriate to use your phone while working?

Leadership

- What leadership skills are helpful in developing and using job-search strategies?
- What criteria should be used to evaluate the results of an interview?
- How does your character influence leadership?

Management

- What planning and management skills are needed to conduct job searches?
- How does self-discipline contribute to your success?
- What steps can be taken to be ready to take advantage of the results of a job search?
- What process can be used to make a decision about a job offer?

National Standards for Family and Consumer Sciences Education

1.2.2
Demonstrate job seeking and job keeping skills.

FCCLA National Programs

Families First: Meet the Challenge

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)

Career Investigation

Entrepreneurship

Event Management

Interpersonal Communications
Developing a Plan for Financial Sustainability

Task Number 74

Explain the effects of the economy on personal income and individual and family security.

Definition

Explanation should include:

- the definition of economy
- discussion of current, local, and global economic conditions and their impact on personal consumer decisions
- exploration of the relationship between educational level and income
- discussion of types of compensation (e.g., hourly, salary, commission) demonstration of a basic knowledge of paychecks (e.g., gross pay, net pay, deductions, taxes).

Process/Skill Questions

Thinking

- How does the national or global economy affect personal finances?
- How does the current economy affect consumer decisions?

Communication

- What resources are available for helping a person adjust to a reduction in income?
- Why is it important to keep family members informed about financial matters?
- How can differing values about money create family conflicts?

Leadership
• Why is it important for family members to work together in making wise financial decisions?
• How could you influence others in making wise financial decisions?

Management

• What are some consequences of poor financial management?

National Standards for Family and Consumer Sciences Education

3.3.1
Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

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: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You
Task Number 75

Analyze consumer rights and responsibilities.

Definition

Analysis should include explaining the following consumer rights and associated responsibilities with consumer decision making:

- Right to choose among products and services
- Right to information through advertising, product labeling, warranties, publications, and consumer organizations
- Right to safety and legal protection
- Right to express dissatisfaction and be heard
- Right to redress
- Responsibility to be aware of the quality of goods and services
- Responsibility to gather information about a product or service
- Responsibility to speak out and complain
- Responsibility to be an ethical consumer
- Responsibility to respect the environment.
Process/Skill Questions

Thinking

- How do consumer rights differ from consumer responsibilities?
- Why are consumer rights important? Why should consumers be aware of their rights?
- What would happen if consumers had no rights?
- What happens when consumers do not exercise their responsibilities? What are the benefits of consumer education?
- What responsibilities might consumers exercise to help support their rights?

Communication

- How do you acquire your attitudes and beliefs about consumer rights and responsibilities?
- What communication skills should be used to obtain and evaluate consumer information?
- How do producers communicate with consumers? Which of these methods is most effective with you? Why?
- What steps should you take when your rights have been denied?

Leadership

- What responsibilities are associated with the consumer’s right to choose among a number of providers of products or services?
- How can you teach others the rights and responsibilities of consumers?

Management

- How can you protect yourself from fraudulent claims by producers or sellers?
- What responsibilities do you have to protect yourself from unsafe products?
- What steps can be taken when you determine that a product is unsatisfactory?

National Standards for Family and Consumer Sciences Education

2.3.1
Analyze state and federal policies and laws providing consumer protection.

2.3.2
Analyze how policies become laws relating to consumer rights.

2.3.3
Apply skills to seek information regarding consumer rights.

3.2.1
Analyze the role of advocacy groups at state, national, and international levels.

3.2.3
Demonstrate strategies that enable consumers to become advocates.

3.2.4
Analyze the effects of consumer protection laws on advocacy.

3.2.5
Apply strategies to reduce the risk of consumer fraud.

3.2.7
Analyze the effects of business and industry policies and procedures on advocacy.
3.2.8
Analyze the use of educational and promotional materials in consumer advocacy.

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

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)**

Chapter Service Project Display

Entrepreneurship

Event Management

Hospitality, Tourism, and Recreation

Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate
Task Number 76

Evaluate sources of consumer information.

Definition

Evaluation should include

- reliable sources of consumer information (e.g., friends and family members, Internet reviews, advertising, packaging, consumer magazines, other publications, professionals, government agencies)
- ways to obtain consumer information (e.g., research, comparison shopping, recommendations)
- advantages and disadvantages of using each information source.

Process/Skill Questions

Thinking

- What are the benefits and risks of using consumer information? Why should you evaluate sources of consumer information?
- Do you think most people gather information about products and services before purchasing? Why or why not?
- What would happen if all information about products and services was government-controlled?
- What are some reliable sources of consumer information?

Communication

- How can you best use technology to gather consumer information? What criteria should be used to evaluate consumer information on the Internet?
- What communication skills are needed to evaluate sources of consumer information?
- What sources of consumer information do you use the most? Why?

Leadership

- What leadership skills can help you with comparison shopping? What is your opinion of this evaluation technique?
- What are the benefits of using comparison shopping for you personally? What are the benefits for others? What are the benefits for the economy?
- What leadership skills can help you defend your product or service choices based on consumer information?

Management

- What sources of consumer information do you find most helpful? Which sources are you most likely to use? Why?
- How can you organize consumer information to ensure that it is adequate?

National Standards for Family and Consumer Sciences Education
3.2.3  
Demonstrate strategies that enable consumers to become advocates.

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: Family Ties
Power of One: Take the Lead
Power of One: Working on Working
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Hospitality, Tourism, and Recreation
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Task Number 77

Identify the components of a financial plan.

Definition

Identification should include

- distinguishing between needs and wants
- distinguishing between fixed and variable expenses
- identifying short-term and long-term goals
- identifying factors to consider when making decisions about food, clothing, transportation, housing, and other essentials
- understanding the components of a personal finance plan developing a budget.

Process/Skill Questions

Thinking

- What criteria should be used to evaluate resource usage as responsible or irresponsible?
- What are the consequences of irresponsible use of resources for individuals? For families? For society?

Communication

- What values influence our behavior regarding the use of financial assets?
- What communication skills are used when planning financial strategies?
- How can the importance of self-responsibility in managing a financial plan be communicated?

Leadership

- What leadership skills can help you secure the involvement of family members in financial decisions?

Management

- What steps can be taken to increase a sense of self-responsibility about the financial plan?
- What management skills can help you control spending?

National Standards for Family and Consumer Sciences Education

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

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.
3.3.1
Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

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.

3.3.6
Analyze the effect of key lifecycle transitions on financial planning.

**FCCLA National Programs**

**FACTS: People**

**FACTS: Roads**

**FACTS: Vehicles**

**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: 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)**

**Career Investigation**

**Event Management**
Task Number 78

Identify factors that contribute to establishing and maintaining a good credit rating.

Definition

Identification should include

• attitudes, values, and goals regarding the use of credit
• recommendations regarding the wise use of credit
• comparison of consumer credit options (e.g., loans, credit cards)
• consequences of misuse of credit
• actions necessary to reduce risk of identity theft.

Process/Skill Questions

Thinking

• Can people in today’s economy function without the use of credit? Why or why not?
• What are the risks and rewards of using credit to finance major purchases?
• What factors should be considered before applying for credit?
• Why is it important to have a good credit rating?
• Who checks credit scores?

Communication

• What are the benefits of a good credit rating? Consequences of a poor credit rating?
• What communication skills are needed to understand the terms of credit?

Leadership

• How important is credit to your life-management plan?
• How can using consumer credit be an advantage for one person but a disadvantage for another person?
• What is the government's role in protecting citizens who have overused credit?

Management

• How can management skills help you handle credit wisely?
• What steps can be taken to improve your credit rating?
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.

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

FCCLA National Programs

FACTS: Vehicles

Families First: Balancing Family and Career

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)

Career Investigation

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 79

Evaluate financial institutions and services (e.g., savings, investments, credit).

Definition

Evaluation should include

- types of financial institutions and the services offered by each
- factors to consider when choosing and using checking and debit accounts
- advantages and disadvantages of different types of savings accounts
- factors to consider before making investments
- types of credit and factors to consider before applying for credit
- importance of banking services (e.g., cash management).

Process/Skill Questions

Thinking

- What are the roles of financial institutions such as banks, credit unions, loan companies, and credit card companies in the economy?
- What are the benefits of having a good financial reputation? What are the consequences of having a poor financial reputation?

Communication

- What communication skills are needed to evaluate financial institutions and services?
- What are the similarities and differences between communicating with traditional financial institutions versus online institutions offering only electronic transactions?
- What information is needed to make good investments? How should you interpret that information in order to make sound financial decisions?

Leadership

- What predictions can be made about financial institutions of the future?
- What criteria should be used to evaluate financial services?
- What are your responsibilities when dealing with a financial institution?

Management

- What management skills are needed to organize financial information?
- What resources are available to help you make sound decisions about financial service?
- What steps should be taken if you sense you may be headed for financial trouble?

National Standards for Family and Consumer Sciences Education

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

3.3.4
Compare investment and savings alternatives.

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

3.3.7
Explain the role of estate planning in long-term financial planning.

**FCCLA National Programs**

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

**FCCLA: STAR Events (2019)**

Event Management

National Programs in Action

Professional Presentation

Public Policy Advocate

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**Task Number 80**

**Compare investment and savings alternatives.**

**Definition**

Comparison should include

- definition of 70-20-10 Rule associated with spending, saving, and investing
- types of investments
- explanation of the time value of money and how compound interest works (the Rule of 72)
- short- and long-term consequences of investment decisions
- advantages and disadvantages of popular investment vehicles.

**Process/Skill Questions**
Thinking

- What are the advantages of developing a savings plan?
- What is the difference between saving and investing?
- What are the consequences of not saving or investing your money?
- Where do you put the money for your emergency fund? Your retirement fund?
- What are some of your future financial goals?

Communication

- How can parents teach the importance of savings?
- What are some questions you could ask an investment adviser?

Leadership

- How can you adapt your savings plan to current economic situations?
- How do you determine who in the family should manage the money?

Management

- What are some reasons why people do not save?
- Why is it important to pay yourself first?

National Standards for Family and Consumer Sciences Education

3.3.4
Compare investment and savings alternatives.

FCCLA National Programs

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You

FCCLA: STAR Events (2019)

Event Management
National Programs in Action
Professional Presentation
Task Number 81

Evaluate risk-management strategies in a personal financial plan.

Definition

Evaluation should include

- alternatives for protection against loss (e.g., self-insurance, employee benefits, purchased insurance)
- role of insurance companies
- ways to manage the possibility of loss (e.g., avoid it, reduce it, accept it, transfer it).

Process/Skill Questions

Thinking

- What is the importance of loss protection in your life-management plan?
- What strategies can you use to reduce financial risk?

Communication

- How do you acquire your attitudes and beliefs concerning loss protection?
- What information will you need to evaluate the strengths and weaknesses of a financial plan?

Leadership

- What circumstances would lead you to accept the possibility of loss rather than insure an asset?
- Under what circumstances would you choose to reduce a risk rather than transfer it through insurance?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Meet the Challenge

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)

Event Management

National Programs in Action

Professional Presentation

Public Policy Advocate

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**Task Number 82**

**Identify financial needs throughout the life cycle.**

**Definition**

Identification should include an assessment of how age, health, employment, and family obligations affect financial needs at different stages of the life cycle.

**Process/Skill Questions**

**Thinking**

- What types of life transitions are going to affect your financial plans?
- What are some benefits or disadvantages of life transitions that impact a financial plan?
- Why does a young family need an estate plan?

**Communication**

- Why is it important to create a power of attorney?
- What are the advantages of communicating your financial goals to other family members?

**Leadership**

- How can you help family members make sound financial plans?
- How could you empower all members of the family to be involved in financial planning?
Management

• How can you use problem solving to address financial changes throughout the life cycle?
• What are the benefits of anticipating life changes when formulating a financial plan?

National Standards for Family and Consumer Sciences Education

3.3.6
Analyze the effect of key lifecycle transitions on financial planning.

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: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)

Event Management
Interpersonal Communications
National Programs in Action
Professional Presentation
Public Policy Advocate
Task Number 83

Identify components (e.g., physical, environmental, emotional, social, intellectual, vocational, spiritual) that contribute to wellness practices across the life span.

Definition

Identification should include

- examples of physical, emotional, social, intellectual, vocational, and spiritual wellness activities for the individual and family
- self-assessment to measure personal wellness
- wellness goals to achieve life-management plan.

Process/Skill Questions

Thinking

- Why is wellness important?
- How do the components of wellness affect the areas of your life?

Communication

- Where can you locate reliable sources of wellness information?

Leadership

- How can you share wellness information with family members and others?
- How can you become a positive role model in wellness practices?

Management

- How are the components of wellness interrelated?
- What are the consequences of not following directions given to maintain wellness?

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

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display

Event Management

Focus on Children

Food Innovations

Interpersonal Communications
Task Number 84

Describe the characteristics of a healthy lifestyle and the consequences of lifestyle choices.

Definition

Description should include characteristics of a healthy lifestyle (e.g., higher energy level, increased self-esteem and confidence, reduced effects of chronic illnesses) and consequences of unhealthy lifestyle choices (e.g., obesity, high blood pressure, financial debt, unemployment).

Process/Skill Questions

Thinking

- How do you set goals for wellness?
- What is the relationship between wellness and personal responsibility?
- What factors influence your attitudes toward a healthy lifestyle?

Communication

- How is your desire for an exciting, successful lifestyle affected by the media? Does the media promote good health as a part of this lifestyle? Why or why not?
- What criteria should be used to assess the value of a healthy lifestyle?

Leadership

- What leadership concepts promote the value of a healthy lifestyle?
- What leadership skills help you engage in behaviors consistent with a healthy lifestyle?
Management

- What are the benefits of behaviors consistent with a healthy lifestyle? Consequences of an unhealthy lifestyle?
- What steps can be taken to improve specific elements of wellness, such as your physical health or spiritual health?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

14.2.2
Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

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

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence
Task Number 85

Identify strategies to achieve and maintain wellness.

Definition

Identification should include

- determining predisposition to health factors related to heredity and family lifestyle
- describing the Dietary Guidelines for Americans and how to use them to improve wellness
- listing strategies for promoting emotional and social wellness
- making suggestions that would be effective in helping maintain an appropriate level of exercise
- determining nutritional content of frequently ordered fast-food items
- setting and implementing wellness goals.

Process/Skill Questions

Thinking
• What factors influence your choice of strategies to maintain wellness?
• What criteria should be used to determine whether a strategy for maintaining wellness is successful?
• What barriers prohibit wellness in your environment? How can you overcome those?
• What could happen if people choose to disregard strategies to maintain wellness?
• What are the benefits of physical activity?
• What resources are available to help with nutritional planning?

Communication

• What communication skills are essential for promoting and maintaining emotional and social wellness?
• What are some effective ways to inform others of the importance of exercise?

Leadership

• What leadership skills are important when setting goals and developing strategies for wellness?
• How do leaders help others set wellness goals?

Management

• What management skills are important in maintaining a healthy lifestyle?
• How can you manage to have good eating habits, good sleeping habits, and appropriate exercise levels with today’s busy schedules?
• What strategies for maintaining wellness are easiest to implement? Which are most difficult?
• What strategies can help individuals maintain physical fitness throughout various stages of the life span?

National Standards for Family and Consumer Sciences Education

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

14.4.2
Analyze safety and sanitation practices.

2.1.7
Apply consumer skills to decisions about recreation.

9.2.5
Demonstrate practices and procedures that assure personal and workplace health and hygiene.

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: You-Me-Us
Financial Fitness: Protecting
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Food Innovations
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Public Policy Advocate
Sports Nutrition

Task Number 86

Identify strategies to manage stress.
Definition

Identification should include

- definition of stress
- types of stress
- symptoms (e.g., physical and emotional) of stress
- triggers of stress and the body's reactions to them
- strategies and setting goals related to stress management
- stress-reduction techniques.

Process/Skill Questions

Thinking

- What are some possible stressors?
- How can positive stress affect health? How can negative stress affect health?
- Which stress-management techniques are most effective for you?

Communication

- How can good communication alleviate stress?
- Why is it important to have refusal skills?
- How is stress reflected in nonverbal cues?

Leadership

- How can delegation skills ease stress?
- How can stress cause conflict?

Management

- How can effective stress management enable you to accomplish simple and complex goals?
- How can the use of the planning process help to manage stress?

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Meet the Challenge

Financial Fitness: Protecting

Financial Fitness: Saving
Task Number 87

**Evaluate sources of wellness information.**

**Definition**

Evaluation should include

- sources of wellness information
- criteria for evaluating source reliability
- guidelines of the U.S. Department of Agriculture (USDA), the Center for Disease Control and Prevention (CDC), and the medical profession.

**Process/Skill Questions**

**Thinking**
• How reliable are the popular media (e.g., radio, television, commercial magazines) as sources of wellness information?
• Who sponsors many of the wellness information sites on the Internet?
• What effect does sponsorship have on the reliability of information?

Communication

• What criteria can be used to evaluate the accuracy of information? To evaluate the scientific validity of information?
• What communication skills are needed in order to discriminate between valid and invalid sources of information?
• What are some common sources of wellness misinformation?

Leadership

• What leadership skills are helpful in determining the reliability of sources of wellness information?
• How can leadership strategies be used to persuade others to assess sources of wellness information before accepting their advice?

Management

• What questions can be asked to clarify the reliability of sources of wellness information?
• What skills are needed to evaluate the accuracy and adequacy of wellness information?

National Standards for Family and Consumer Sciences Education

2.1.6
Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.

2.4.2
Analyze how media and technological advances influence family and consumer decisions.

FCCLA National Programs

Families First: Meet the Challenge

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)
Task Number 88

Identify wellness goals as part of a personal life-management plan.

Definition

Identification should include

- importance of wellness in an overall life-management plan
- short- and long-term goals to maintain or improve wellness throughout the life span, focusing on physical, social, and emotional dimensions of wellness.

Process/Skill Questions

Thinking

- Why is wellness considered an essential part of a life-management plan?
- Which element of wellness (physical, social, intellectual, emotional, occupational, spiritual) would you consider most important as part of a life-management plan? Why?

Communication

- What communication skills can help you identify goals and develop strategies related to wellness?
- How can wellness goals as part of a life-management plan be described to others?

Leadership

- What leadership skills can help establish goals and strategies related to wellness?
- Why should you take charge of your own wellness plan?

Management

- What resources are needed to integrate wellness goals into a life-management plan?
- What role does time management play in achieving wellness goals?

National Standards for Family and Consumer Sciences Education

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

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

FCCLA National Programs

Power of One: A Better You

STOP the Violence

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

Demonstrating Leadership Within the Community

Task Number 89

Explain responsible citizenship.

Definition

Explanation should include

- defining the concept of citizenship
- describing various settings for exercising responsible citizenship (e.g., voting, staying informed, participating).

Process/Skill Questions

Thinking

- What factors determine the formation of a community?
- What are the similarities and differences among the communities that exist in the family, at school, at work, and in the locality?
- What factors might influence a personal decision that community needs are more important than individual benefits?
- How can being a responsible family member help one become a responsible citizen?
Communication

- What communication techniques and technologies can be used to demonstrate responsible citizenship?
- How can community needs be conveyed to others?

Leadership

- What criteria can be used to prioritize the needs of a community? How can those priorities be justified?
- What leadership skills allow you to devise ways to assume active roles in the family, in class, at work, or in the community?
- What leadership techniques are needed to persuade others to take care of and preserve their family, school, local, state, and national communities?
- How can altruistic behavior be demonstrated?
- How can preserving families help preserve our communities? Our country?

Management

- What steps need to be taken to become responsible citizens?
- What resources are needed to encourage others to volunteer for community service?
- What does responsible citizenship look like?

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.

1.3.1
Analyze goals that support individuals and family members in carrying out community and civic responsibilities.

1.3.3
Analyze personal and family assets and skills that provide service to the community.

2.2.3
Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

Task Number 90

Identify ethical, legal, and practical issues associated with individual actions.

Definition

Identification should include

- legal standards by which actions are judged
- difference between short- and long-term consequences of an individual's actions on self and others, locally and globally (e.g., recycling, dumping toxic materials down the drain)
- opposing points of view regarding ethical issues.
Process/Skill Questions

Thinking

• Why is it important to evaluate the consequences of actions?
• What criteria should be used to evaluate the consequences of actions?
• How are individual rights, goals, and responsibilities influenced by the community’s rights, goals, and responsibilities?
• How can exercising one’s individual rights affect society as a whole?
• How do actions taken within the family affect society as a whole (e.g. failure to care for one’s children, drug and alcohol addictions)?

Communication

• What questions help you evaluate the consequences of actions?
• How can attitudes about personal responsibility be communicated to others?
• What communication techniques help you differentiate among practical, legal, and ethical consequences?

Leadership

• What leadership skills help you examine standards for ethical action?
• What leadership techniques enable you to examine ethical issues, suspending judgment until opposing views are heard?

Management

• What information and resources are needed to examine the consequences of actions?
• How can management strategies to improve your ability to examine the short-term and long-term consequences of actions be used?

National Standards for Family and Consumer Sciences Education

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

13.2.5
Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3.2
Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.6.1
Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

13.6.2
Apply ethical guidelines when assessing interpersonal issues and situations.

13.6.3
Apply critical thinking and ethical standards when making judgments and taking action.

13.6.4
Demonstrate ethical behavior in family, workplace, and community settings.

FCCLA National Programs
FACTS: People

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 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

Interpersonal Communications

Leadership

National Programs in Action

Parliamentary Procedure

Professional Presentation

Public Policy Advocate

Sustainability Challenge

Task Number 91

Evaluate social and economic conditions affecting individual, family, and community well-being.
Definition

Evaluation may include

- importance of education
- effect of limited income on family resources and opportunities for education
- issues related to health and safety
- hardships of single parenting
- effects of crime and the criminal justice system on families.

Process/Skill Questions

Thinking

- What are the societal conditions that have the biggest impact on you as an individual? On your family? On your community?
- What criteria should be used to evaluate the effectiveness of strategies used to fight poverty or crime in our neighborhood?

Communication

- What communication skills are needed to help improve economic and social conditions in the family or the community?
- How can technology be used to improve conditions in the family or the community?

Leadership

- How should leaders examine societal conditions and their effects on the individual, family, and community?
- What leadership skills help you involve others in efforts to improve economic conditions for individuals, families, and communities?

Management

- What resources are needed to improve social and economic conditions for individuals, families, and communities?
- What management strategies used by business can be adapted to improve conditions for yourself, your family, and your community?

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.

1.3.5
Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.

2.2.1
Analyze individual and family responsibility in relation to environmental trends and issues.

6.1.2
Analyze the role of family in transmitting societal expectations.

6.1.3
Analyze global influences on today's families.

**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: Family Ties**

**STOP the Violence**

**Student Body: The Fit You**

**Student Body: The Healthy You**

**Student Body: The Real You**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Chapter Service Project Display**

**Event Management**

**Focus on Children**

**Interpersonal Communications**
Task Number 92

Analyze the purpose and benefits of community service.

Definition

Students should participate in a program or project which addresses a long-term need within the local community. The program/project should maximize resources, be completed in partnership with an established community service or non-profit organization, and have a wide-ranging impact (e.g., coat drives, Toys for Tots, blood drives).

Learning should be experiential and include a cycle of action and reflection.

Process/Skill Questions

Thinking

- Who benefits from community service?
- What types of needs can be addressed through community service?
- What are the benefits of participating in a community service project? To the individual? The community? The organization?

Communication

- How can one recruit volunteers to a project?
- How can you obtain resources?
- How can you identify a need in the community?

Leadership

- What leadership skills will help you plan and execute a community service project?

Management

- What management strategies can you use to complete the project?
- What resources are needed to complete the project?

FCCLA National Programs
FACTS: Roads

FACTS: Vehicles

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Protecting

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 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

Hospitality, Tourism, and Recreation

Interpersonal Communications

Leadership

National Programs in Action

Nutrition and Wellness

Professional Presentation

Promote and Publicize FCCLA!
Task Number 93

Complete a service learning project.

Definition

Service learning project should

- be student-led
- contain academic and reflective components
- have a definite beginning, middle, and end
- address a specific community need
- be conducted in partnership with an established non-profit or community organization.

Process/Skill Questions

Thinking

- What needs exist in my community?
- How can I identify the needs in my community?
- What organizations serve my community?

Communication

- What steps can I take to partner with an organization?
- What steps can I take to identify and obtain needed volunteers and resources?
- How can I publicize my project?

Leadership

- What leadership skills are needed to complete my service learning project?

Management

- What management skills are needed to complete the service learning project?
- What resources are needed to complete the project?

FCCLA National Programs

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
Leadership
National Programs in Action
Nutrition and Wellness
Parliamentary Procedure
Professional Presentation
Promote and Publicize FCCLA!
Public Policy Advocate
Repurpose and Redesign
Sustainability Challenge
Teach and Train

SOL Correlation by Task

<table>
<thead>
<tr>
<th></th>
<th>Analyze the meaning of work and the meaning of family.</th>
<th>English: 9.3, 10.3, 12.3</th>
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</thead>
<tbody>
<tr>
<td>39</td>
<td></td>
<td>History and Social Science: GOVT.1</td>
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<tr>
<td></td>
<td>Describe how families affect work life and how work life affects families.</td>
<td>History and Social Science: GOVT.1</td>
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<td>40</td>
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<td>41</td>
<td>Develop strategies to manage and balance work and family roles.</td>
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<tr>
<td><strong>42</strong></td>
<td>Explain ways in which technology affects work and family dynamics.</td>
<td>History and Social Science: GOVT.1</td>
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<tr>
<td><strong>43</strong></td>
<td>Analyze the interrelationship of individual and family goals and values to work goals and values.</td>
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<tr>
<td><strong>44</strong></td>
<td>Analyze potential effects of career path decisions on balancing work and family throughout the family life cycle.</td>
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<tr>
<td><strong>45</strong></td>
<td>Examine some key local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.</td>
<td>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.7, GOVT.8, GOVT.9</td>
</tr>
<tr>
<td><strong>46</strong></td>
<td>Analyze community resources and systems of formal and informal support available to individuals and families.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>47</strong></td>
<td>Apply management and planning skills and processes to organize tasks and responsibilities within the workplace and at home.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
</tr>
<tr>
<td><strong>48</strong></td>
<td>Identify the various types of problems (e.g., practical, scientific, interpersonal, intrapersonal).</td>
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<tr>
<td><strong>49</strong></td>
<td>Identify adequate, reliable information and resources for problem solving.</td>
<td>English: 9.2, 9.5, 9.8, 10.2, 10.5, 10.8, 11.2, 11.5, 11.8, 12.2, 12.5, 12.8 History and Social Science: GOVT.1</td>
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<tr>
<td><strong>50</strong></td>
<td>Identify steps in practical problem solving.</td>
<td>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 History and Social Science: GOVT.1</td>
</tr>
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<td><strong>51</strong></td>
<td>Implement practical problem-solving steps in life situations.</td>
<td>History and Social Science: GOVT.1</td>
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<td><strong>52</strong></td>
<td>Identify factors that affect self-concept.</td>
<td>History and Social Science: GOVT.1</td>
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<tr>
<td><strong>53</strong></td>
<td>Demonstrate positive self-worth in self and others.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<tr>
<td><strong>54</strong></td>
<td>Identify characteristics of caring, respectful, and responsible relationships.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<tr>
<td><strong>55</strong></td>
<td>Analyze the effects of dependence, independence, codependence, and interdependence on relationships.</td>
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<tr>
<td><strong>56</strong></td>
<td>Identify skills important in building and maintaining relationships with others.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<td><strong>57</strong></td>
<td>Demonstrate relationship-building techniques with people of different ages, abilities, genders, and cultures.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<td><strong>58</strong></td>
<td>Apply strategies for conflict resolution.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<td><strong>59</strong></td>
<td>Evaluate available resources for help in crisis situations.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td><strong>60</strong></td>
<td>Identify characteristics and strategies to create and maintain a strong functional family.</td>
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<tr>
<td><strong>61</strong></td>
<td>Evaluate the roles and responsibilities of each family member in creating a healthy family unit.</td>
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<td><strong>62</strong></td>
<td>Analyze factors influencing date or mate selection.</td>
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<td>63</td>
<td>Assess personal readiness and responsibilities for partnerships (e.g., marriage, family life).</td>
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<td>64</td>
<td>Assess responsibilities and personal readiness for parenthood.</td>
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<td>65</td>
<td>Examine the need for and benefits of a life-management plan.</td>
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<tr>
<td>66</td>
<td>Analyze personal factors (e.g., values, personality traits, education, economic situations, life changes) that can alter a life-management plan.</td>
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<td>67</td>
<td>Develop a draft life-management plan that includes short- and long-term personal goals.</td>
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<tr>
<td>68</td>
<td>Evaluate use of time, money, and other resources needed to achieve personal goals.</td>
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<td>69</td>
<td>Analyze the significance of work.</td>
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<td>70</td>
<td>Analyze the importance of a strong work ethic.</td>
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<tr>
<td>71</td>
<td>Evaluate career choices in relation to a personal life-management plan.</td>
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<td>72</td>
<td>Devise strategies for dealing with career changes.</td>
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<td>73</td>
<td>Practice job-search skills.</td>
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<tr>
<td>74</td>
<td>Explain the effects of the economy on personal income and individual and family security.</td>
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<tr>
<td>75</td>
<td>Analyze consumer rights and responsibilities.</td>
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<td>76</td>
<td>Evaluate sources of consumer information.</td>
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<td>77</td>
<td>Identify the components of a financial plan.</td>
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<td>78</td>
<td>Identify factors that contribute to establishing and maintaining a good credit rating.</td>
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<td>79</td>
<td>Evaluate financial institutions and services (e.g., savings, investments, credit).</td>
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<td>80</td>
<td>Compare investment and savings alternatives.</td>
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<td>81</td>
<td>Evaluate risk-management strategies in a personal financial plan.</td>
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<td>82</td>
<td>Identify financial needs throughout the life cycle.</td>
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<tr>
<td>83</td>
<td>Identify components (e.g., physical, environmental, emotional, social, intellectual, vocational, spiritual) that contribute to wellness practices across the life span.</td>
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<td>84</td>
<td>Describe the characteristics of a healthy lifestyle and the consequences of lifestyle choices.</td>
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<td>85</td>
<td>Identify strategies to achieve and maintain wellness.</td>
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<td>86</td>
<td>Identify strategies to manage stress.</td>
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<tr>
<td>87</td>
<td>Evaluate sources of wellness information.</td>
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<td>88</td>
<td>Identify wellness goals as part of a personal life-management plan.</td>
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<td>89</td>
<td>Explain responsible citizenship.</td>
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<td>90</td>
<td>Identify ethical, legal, and practical issues associated with individual actions.</td>
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<tr>
<td>91</td>
<td>Evaluate social and economic conditions affecting individual, family, and community well-being.</td>
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<tr>
<td>92</td>
<td>Analyze the purpose and benefits of community service.</td>
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</tbody>
</table>

English: 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6
History and Social Science: GOVT.3, GOVT.16
History and Social Science: GOVT.9, GOVT.15
History and Social Science: GOVT.7, GOVT.8, GOVT.9, GOVT.15
History and Social Science: GOVT.16
Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Teacher Notes

Communication Skills

- Demonstrate communication skills that contribute to positive relationships:
  - Apply various styles of expression.
  - Consider verbal and nonverbal behaviors.
  - Practice effective listening/giving feedback.
  - Use strategies to overcome barriers.
  - Demonstrate ethical principles.
  - Incorporate technology.
  - Encourage the resolution of conflict.
  - Give and accept criticism.
  - Encourage others to continue meaningful conversation.
  - Hold family meetings.
  - Set goals for improving communication skills.

Problem Solving

- Create alternative choices for solving problems:
  - Review the problem to ensure it has been accurately defined.
  - Set a goal for the solution of the problem.
  - Generate all possible suggestions for solving the problem without regard to positive/negative or realistic/unrealistic nature of the alternative.
  - Select criteria for evaluating the alternative choices.

- Evaluate potential consequences of alternative choices:
  - Review the criteria to be used in evaluation.
  - Decide who should evaluate the choices.
  - Predict the consequences of each choice for self and others.

- Use standards to make decisions:
  - Examine the types of standards people use to make judgments about behavior.
  - Assess the nature of issues and situations that call for decisions.
  - Demonstrate ethical behavior in relationships with others.
  - Develop a set of standards to guide personal decisions.

- Implement decisions:
- Select the best choice based on values involved, desired outcomes, and positive benefits.
- Outline an action plan.
- Determine resources and assistance needed to carry out the plan.
- List barriers to implementation and decide how to deal with them.
- Carry out the plan.

- Evaluate outcomes:
  - Test the solution.
  - List reasons why the chosen solution was or was not best for self and others.
  - Identify skills and knowledge gained as a result of the problem-solving process.

- Revise solution if necessary:
  - Review the situation or problem in light of the undesired outcome.
  - List reasons why the outcome was unsatisfactory.
  - Review the goal for solutions and criteria for selection and revise if necessary.
  - Review the alternative choices and revise them and/or generate additional alternatives.
  - Use the strengths and limitations of group members.
  - Develop group and community spirit.
  - Organize and delegate responsibilities.
  - Integrate new members into the group.

- Evaluate consequences of actions:
  - Examine standards by which actions are judged.
  - Assess issues and situations that call for actions.
  - Identify ethical, legal, and practical issues associated with actions.
  - Differentiate between short-term and long-term consequences of actions and between
consequences for oneself and for others.
  - Examine opposing points of view regarding current ethical issues.

### Teacher Resources

**Note**

Subject matter in this course can help prepare students for FCCLA/Life Smarts Knowledge Bowl competition. Check out the national FCCLA website, [www.fcclaine.org](http://www.fcclaine.org), for additional contests offered yearly that would support content in this class, as well as Skill Demonstration Competitions conducted at national Cluster Meetings each fall. Competitive Events, including STAR Events and National Programs are subject to changes/additions on a yearly basis. FCCLA members/chapters may elect to plan projects in programs and competitions other than the ones listed.

**Websites**

- **CTE Resource Center** [http://www.cteresource.org](http://www.cteresource.org)
- **Family Economics and Financial Education (FEFE)** [http://fefe.arizona.edu/](http://fefe.arizona.edu/)
- **Financial Literacy**

Financial Risk Pyramid
Determining Risk and the Risk Pyramid http://www.investopedia.com/articles/basics/03/050203.asp

Identity Theft
United States Department of Justice http://www.usdoj.gov/criminal/fraud/websites/idtheft.html

National FCCLA http://www.fcclainc.org
National Standards for Family and Consumer Sciences http://www.aafcs.org/FCSstandards
Stock Market Game http://www.stockmarketgame.org
The Dollar Stretcher http://www.stretcher.com
The Rule of 72 http://www.investopedia.com/ask/answers/04/040104.asp
Virginia FCCLA http://www.virginiafccla.org

Textbooks


Books


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
- Personal and Family Finance Certification 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)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 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)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Interior Design I (8295/36 weeks, 280 hours)
- Interior Design II (8296/36 weeks, 280 hours)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Culinary Arts (8250/36 weeks)
- Introduction to Early Childhood Education (8233/18 weeks)
- Introduction to Early Childhood Education (8234/36 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Introduction to Family and Human Services (8237/18 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 (8254/18 weeks)
- Introduction to Interior Design (8255/36 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

### Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
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<tbody>
<tr>
<td>Consumer Services</td>
<td>Consumer Advocate</td>
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<td>Debt Counselor</td>
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<td>Counseling and Mental Health Services</td>
<td>Career Counselor</td>
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<td>Dietitian, Nutritionist</td>
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<td>Educational/School Counselor</td>
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<td>Marriage and Family Therapist</td>
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<td>Nutritional Counselor</td>
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<tr>
<td>Early Childhood Development and Services</td>
<td>Director of Early Childhood Education Center</td>
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<td>Teacher Assistant</td>
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<tr>
<td>Family and Community Services</td>
<td>Volunteer Coordinator</td>
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