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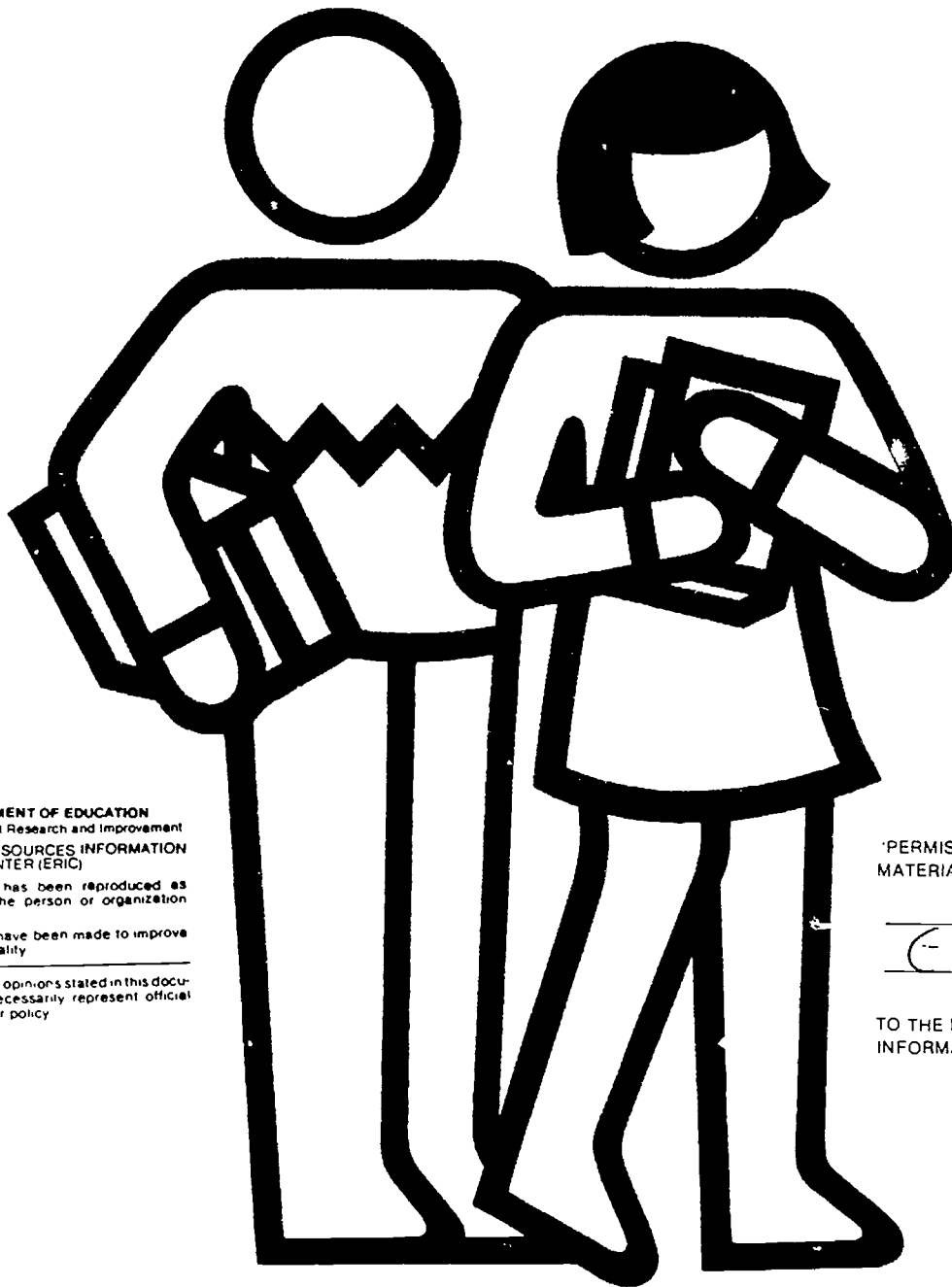
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ABSTRACT

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program on teenage living at the high school level. It contains materials for a 2-semester consumer home economics course, based on the North Carolina Program of Studies (revised 1992); it is designed to help students focus on the relationship between family and work, incorporate activities fostering basic skills, and explore the roles of consumer choices, teen pregnancy, and student organizations. The eight units cover the following topics: work and family, nutrition and wellness, family living, child development, consumer management, clothing and fashion, living environments, and leadership and citizenship. Each unit contains the following: competencies, objectives, teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 2 state-adopted textbooks, 52 other books, 10 computer software programs, 59 videotapes, and 3 instructional kits. (KC)

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Teen Living



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Home Economics Education ♦ Vocational and Technical Education Services
North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

CF 064/356

Teen Living

7015

Curriculum Guide

Issued by

Home Economics Education

Division of Vocational and Technical Education Services

North Carolina Department of Public Instruction

Raleigh, North Carolina 27601-2825

August 1993

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was developed through a
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the Division of Vocational and Technical Education Services are
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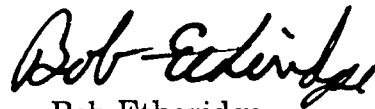
FOREWORD

This new curriculum, *Teen Living*, will allow students to examine teen roles and responsibilities associated with family, friends and work.

Teen Living teaches students decision making skills, the consequences resulting from making their own decisions, and obligations of assuming adult roles. Students focus on family wellness, character development and the impact of technology on the family. Units in leadership and citizenship, nutrition and wellness, family living, child development, consumer management, clothing and fashion, and living environments enable students to become critical thinkers in their preparation for becoming responsible citizens of their community.

This curriculum guide helps students build and strengthen their foundations in the basic skills and workplace skills. Students will apply what they have learned in math, social studies, science and communication as they work on practical problems in creating and maintaining a quality home and work environment for themselves and their families.

We hope this guide will be helpful to you and your students.



Bob Etheridge
State Superintendent
of Public Instruction

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In addition, acknowledgment is given to Sue Goodwin for her fiscal management support and other support staff who facilitated the completion of this grant.

Rebecca B. Payne, State Consultant
Home Economics Education

COURSE DESCRIPTION

This *Teen Living Curriculum Guide* was developed as a resource for teachers to use in planning and implementing a competency-based instructional program at a high school level. The relationship between family and work was a unique focus in the development of student strategies for this course. In addition, strategies incorporate activities fostering basic skills, "all aspects of the industry," SCANS, consumer choices, teen pregnancy, and FHA/HERO.

Teen Living is a year-long Consumer Home Economics course offered to students in the ninth and tenth grade. The following course description is from the *Program of Studies*, Revised 1992 by the Division of Vocational and Technical Education Services, North Carolina Department of Public Instruction.

HE 7015 (Y-1) Credit: 1 (9 - 10) Maximum Enrollment: 26

This course is student-centered and uses simulated experiences whereby students examine teen roles and responsibilities associated with the work of the home and the family. Students learn the responsibilities involved in making decisions, the consequences resulting from making their own decisions, and obligations of assuming adult roles. Course units include work and family, leadership and citizenship, nutrition and wellness, family living, child development, consumer choices, clothing and fashion, living environment and management. Emphasis is on family wellness, character development, and the impact of technology on the family.

Prerequisite: None

COURSE BLUEPRINT AND MATRICES

On the following pages are given the course blueprint and matrices. The blueprint was designed to provide the teacher with a scope of the curriculum for Teen Living. The blueprint is intended to be used by teachers in developing an annual plan of instruction and calendar of work for the year. It provides the basis for preparing daily lessons plans and for constructing valid tests. Shown on the blueprint are the units of instruction, competencies, objectives for each competency, type of behavior, weights, recommended teaching unit times and related skills.

The matrices following the blueprint illustrate the correlation of the state-adopted textbooks to course objectives and the objectives that support basic skills, SCANS, and "all aspects of the industry." Definitions of "all aspects of the industry" and SCANS are provided at the end of matrices.

VOCATS Course Blueprint

Home Economics Education

**Course Name: Teen Living
Course Number: 7015**

North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

Division of Vocational and Technical Education Services
Home Economics Education
Raleigh, North Carolina **Summer 1993**

VOCATS Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program. Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each.

The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid tests. The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985. For additional information about this blueprint, contact program area staff. For additional information about the Vocational Competency Achievement Tracking System, contact program area staff or the Program Support Unit, Division of Vocational and Technical Education Services, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825 919/715-1675.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Seq Day 1	Blank column reserved for local sequencing; Day 1-for use in noting first day of instruction for this unit, competency, and/or objective.
2	Test Pts	Blank column for use in recording number of points calculated to be on tests (Pre-Interim-Post). Calculations are based on the percent in Columns 4 and/or 5.
3	Time Hrs	Shows suggested amount of time needed for instruction and learning. For example, 2.5 is read as 2 1/2 hours.
4	UNIT Weight	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests.
5	COURSE Weight	A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Psychomotor; A=Affective.)
7	Related Skill Area	Related Skills codes: A=Arts; C=Communications; H=Health/Safety; J=JTPA; M=Math; SC=Science; SS=Social Studies.
8	Level	Level 1, 2, or 1-2; NA=Not Applicable
9	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work.
10	Comp# Obj.#	Comp=Competency number (three digits); Obj=Objective number (competency number plus two-digit objective number).
11	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to..." (The stem appears once in Column 11.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.

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HOME ECONOMICS EDUCATION
COURSE BLUEPRINT for 7015 (CIP# 20 0105): TEEN LIVING
 [Course Length: 1 year; Class Length: 1 period]

Teacher:

School:

LEA:

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th Room School Year: 199 -199.

Seq. Day	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Areas	Level	Core Supp	Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)
1	2	3	4	5	6	7	8	9	1 0	1 1
		180		100%						
		24	100%	13%					A	WORK AND FAMILY
		6	27%	3%	C3	C|M|S|C|S|S	1	Core	001.00	Examine factors that lead to quality life.
		2	9%	1%	C3	C|MISS	1	Core	001.01	Examine skills needed to function effectively in the workplace.
		2	9%	1%	C3	C|ISS	1	Core	001.02	Examine skills needed to function effectively in contemporary family settings.
		2	9%	1%	C3	C|S|C|ISS	1	Core	001.03	Analyze strategies for managing multiple roles.
		4	17%	3%	C2	C|M|S|C|S|S	1	Core	002.00	Summarize the effects of technology on work and family.
		2	8%	1%	C2	C|S|C	1	Core	002.01	Explain how the family and work is impacted by technology.
		2	9%	2%	C2	C|M|S|C|S|S	1	Core	002.02	Summarize ways technology can be used to meet individual and family needs.
		14	56%	7%	C1	C|S|C|ISS	1	Core	003.00	Identify work opportunities in Home Economics
		2	8%	1%	C1	C|S|C|ISS	1	Core	003.01	Identify career opportunities and job qualifications in the nutrition, food, fitness and hospitality industry.
		2	8%	1%	C1	C|ISS	1	Core	003.02	Identify career opportunities and job qualifications in family-oriented careers.
		2	8%	1%	C1	C	1	Core	003.03	Identify career opportunities and job qualifications in child development.
		2	8%	1%	C1	C|ISS	1	Core	003.04	Identify career opportunities and job qualifications in the area of consumer management.
		2	8%	1%	C1	C|ISS	1	Core	003.05	Identify career opportunities and job qualifications in the fashion and apparel industry.
		2	8%	1%	C1	C|ISS	1	Core	003.06	Identify career opportunities and job qualifications in housing.
		2	8%	1%	C1	C	1	Core	003.07	Identify career opportunities and job qualifications in Home Economics Education.
		30	100%	17%					B	NUTRITION AND WELLNESS
		10	33%	6%	C3P	C|M|S|C|S|S	1	Core	004.00	Examine factors that affect wellness.
		3	10%	2%	C3	C|M|S|C|S|S	1	Core	004.01	Investigate ways nutrition affects wellness.

1	2	3	4	5	6	7	8	9	10	11
										Analyze nutritional needs throughout the life cycle.
		3	10%	2%	C3	C|MISC| SS	1	Core	004.02	
		4	13%	2%	C3P	C|MISC| SS	1	Core	004.03	Plan nutritious meals and snacks adaptable for a variety of eating schedules.
		20	67%	11%	C3PA	C|MISC| SS	1	Core	005.00	Use principles of meal management.
		3	10%	2%	C3	CISC	1	Core	005.01	Apply good practices when purchasing food.
		3	10%	2%	C3P	CISC	1	Core	005.02	Apply basic safety/sanitation rules when preparing, serving and storing food.
		3	10%	1%	C3P	C|MISC| SS	1	Core	005.03	Use accurate measuring techniques.
		5	17%	3%	C3P	C|MISC	1	Core	005.04	Practice basic food preparation skills.
		4	13%	2%	C3P	C|MISC	1	Core	005.05	Compare the process and results of preparing food with different types of equipment.
		2	7%	1%	C3PA	C|SS	1	Core	005.06	Practice appropriate manners when serving and eating food.
		23	100%	13%						FAMILY LIVING
		9	39%	6%	C3	C|M|SS	1	Core	006.00	Analyze influences on family life.
		3	13%	2%	C3	C|SS	1	Core	006.01	Analyze roles and responsibilities of family members.
		3	13%	2%	C3	C|M|SS	1	Core	006.02	Examine influences world situations and cultural differences have upon family life.
		3	13%	2%	C2	C|SS	1	Core	006.03	Explain how the family contributes to self-image.
		7	31%	4%	C3	C|SS	1	Core	007.00	Analyze interpersonal relationships.
		2	9%	1%	C3	C|SS	1	Core	007.01	Investigate qualities vital to the development of good relationships.
		2	9%	1%	C3	C|SS	1	Core	007.02	Determine how conflicting role expectations affect family life.
		3	13%	2%	C3	C|SS	1	Core	007.03	Analyze responses to individual and family crisis.
		7	30%	3%	C3	C|M|SS	1	Core	008.00	Analyze youth parenting.
		4	17%	2%	C3	C|M|SS	1	Core	008.01	Examine consequence of male and female youth parents.
		3	13%	1%	C3	C|SS	1	Core	008.02	Explain risk factors for children of youth parents.
		18	100%	10%						CHILD DEVELOPMENT
		11	60%	6%	C3	C|S|C|SS	1	Core	009.00	Analyze growth and development of children from birth through preschool.
		2	11%	1%	C2	C|S|C|SS	1	Core	009.01	Explain the developmental sequence of children.
		3	16%	2%	C3	C|SS	1	Core	009.02	Predict how the social development of children is affected by relationships with significant others.
		4	22%	2%	C3	C|SS	1	Core	009.03	Determine why play is an important part of a child's social/physical/emotional/mental development.
		2	11%	1%	C2	C|SS	1	Core	009.04	Give examples of ways children learn responsibility.

1	2	3	4	5	6	7	8	9	10	11
										Communicate positively with young children.
	7		40%	4%	C3	C|MISS|SS	1	Core	010.00	Determine appropriate strategies for problem-solving situations involving children. Plan a care-giving activity for a preschool child.
	4		23%	2%	C3	CISC	1	Core	010.01	
	3		17%	2%	C3	C|MISS|SS	1	Core	010.02	
										CONSUMER MANAGEMENT
	25		100%	14%						Analyze resources that affect consumer choices.
	12		50%	7%	C3	C|MISS|SS	1	Core	011.00	Differentiate needs, wants, resources. Investigate ways human resources are used to enhance family living. Consider personal responsibility involved in setting and reaching goals. Analyze the use of planning to manage time.
	2		8%	1%	C3	CISS	1	Core	011.01	
	3		12%	2%	C3	CIM	1	Core	011.02	
	3		12%	2%	C3	C|MISC	1	Core	011.03	
	4		18%	2%	C3	CIM	1	Core	011.04	
										Evaluate effective purchasing practices.
	13		50%	7%	C3	C|MISS|SS	1	Core	012.00	Assess purchasing practices that aid consumers in the marketplace. Evaluate advertising techniques that influence teenage consumers. Explain how label information contributes to wise consumer choices. Examine rights and responsibilities of the consumer.
	4		15%	2%	C3	CIM	1	Core	012.01	
	3		12%	2%	C3	C|MISS	1	Core	012.02	
	4		15%	2%	C3	C|SCISS	1	Core	012.03	
	2		8%	1%	C3	CISS	1	Core	012.04	
										CLOTHING AND FASHION
	30		100%	16%						Use principles of clothing management.
	10		34%	5%	C3P	C|MISS|SS	1	Core	013.00	Interpret appropriate dress for different roles and occasions. Appraise purchased garments for details of quality. Examine clothing labels to determine proper care of garments. Demonstrate energy conservation in the care of clothing.
	4		13%	2%	C2	C|MISS	1	Core	013.01	
	2		7%	1%	C3	CIM	1	Core	013.02	
	2		7%	1%	C3P	C|MISC	1	Core	013.03	
	2		7%	1%	C3P	C|MISC	1	Core	013.04	
										Perform basic fashion construction procedures.
	20		66%	11%	C3P	C|MISS	1	Core	014.00	Operate sewing equipment. Demonstrate standard and serged seam construction. Demonstrate hand and machine hemming. Demonstrate simple closure applications.
	5		17%	3%	C3P	C|MISS	1	Core	014.01	
	5		16%	3%	C3P	CIM	1	Core	014.02	
	5		17%	3%	C3P	C|MISS	1	Core	014.03	
	5		16%	2%	C3P	C|MISS	1	Core	014.04	
										LIVING ENVIRONMENTS
	20		100%	11%						Analyze living space in relation to individual and family needs.
	11		55%	6%	C3	C|MISS|SS	1	Core	015.00	Summarize housing needs of individuals and families.
	4		20%	2%	C2	C|MISS	1	Core	015.01	

1	2	3	4	5	6	7	8	9	10	11
	4		20%	2%	C2	CIMIS	1	Core	015.02	Explain how satisfaction is influenced by the organization of living space.
	3		15%	2%	C3	CIMIS	1	Core	015.03	Consider the influence of design on living space.
	9		45%	5%	C3P	C|MISS| SS	1	Core	016.00	Determine how families find satisfaction with their living space.
	3		15%	1%	C3P	CIMIS	1	Core	016.01	Demonstrate methods of caring for living space.
	3		15%	2%	C3	C|C|SS	1	Core	016.02	Troubleshoot home safety practices.
	3		15%	2%	C3	C|M|S|C| SS	1	Core	016.03	Recommend energy conservation techniques in the home.
	10		100%	6%					H	LEADERSHIP AND CITIZENSHIP
	6		60%	4	C3P	C|M|J|SS	1	Core	017.00	Work with others informally to accomplish group goals.
	2		20%	1%	C3P	CISS	1	Core	017.01	Use information to determine group action.
	2		20%	1%	C3P	CISS	1	Core	017.02	Use interpersonal communication skills to accomplish group goals.
	2		20%	2%	C3P	C|M|SS	1	Core	017.03	Manage resources to achieve group action.
	4		40%	2%	C3P	C|SS	1	Core	018.00	Use parliamentary law to accomplish group goals.
	2		20%	1%	C3	CISS	1	Core	018.01	Examine organizational rules.
	2		20%	1%	C3P	CISS	1	Core	018.02	Demonstrate handling organizational business.

Teen Living

Matrices

<p>Basic Skills</p> <p>(C) Communications (M) Math (S) Science (SS) Social Studies</p>	<p>SCANS</p> <p>(R) Resources (IP) Interpersonal Skills (IF) Information Systems (S) Technology (T)</p>
<p>All Aspects of the Industry</p> <p>(P) Plan: Planning (M) Management (F) Finances (S) Technical and Production Skills (T) Underlying Principles of Technology (L) Labor and Community Issues (H) Health and Safety (E) Environmental Issues</p>	<p>State-Adopted Textbooks</p> <p>(CL) Creative Living (TG) Teen Guide</p>

#	Teen Living COURSE OBJECTIVES	Basic Skills			SCANS			All Aspects of the Industry							Texts									
		C	M	S	R	I	P	I	F	S	T	P	M	F	S	T	L	H	E	C	L	T	G	
001.01	Examine skills needed to function effectively in the workplace.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
001.02	Examine skills needed to function effectively in contemporary family settings.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
001.03	Analyze strategies for managing multiple roles.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
002.01	Explain how the family and work is impacted by technology.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
002.02	Summarize ways technology can be used to meet individual and family needs.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
003.01	Identify career opportunities and qualifications in the nutrition, food, fitness and hospitality industry.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

#	Teen Living COURSE OBJECTIVES	Basic Skills			SCANS				All Aspects of the Industry						Texts						
		C	M	S	R	I	I	S	T	P	M	F	S	T	L	H	E	C	L	T	G
003.02	Identify opportunities and job qualifications in family-oriented careers.	.			.	.	.	.		.				.				.
003.03	Identify career opportunities and job qualifications in child development.	.			.	.	.	.		.				.				.
003.04	Identify career opportunities and job qualifications in the area of consumer management.	.			.	.	.	.		.				.				.
003.05	Identify career opportunities and job qualifications in the fashion and apparel industry.	.			.	.	.	.		.				.				.
003.06	Identify career opportunities and job qualifications in housing.	.			.	.	.	.		.				.				.
003.07	Identify career opportunities and job qualifications in Home Economics Education.	.			.	.	.	.		.				.				.
004.01	Investigate ways nutrition affects wellness.	.	.	.	.	.	.	.		.				.				.
004.02	Analyze nutritional needs throughout the life cycle.	.	.	.	.	.	.	.		.				.				.
004.03	Plan nutritional meals and snacks adaptable for a variety of eating schedules.	.	.	.	.	.	.	.		.				.				.
005.01	Apply good practices when purchasing food	.	.	.	.	.	.	.		.				.				.
005.02	Apply basic safety/sanitation rules when preparing, serving, and storing food.	.	.	.	.	.	.	.		.				.				.
005.03	Use accurate measuring techniques.	.	.	.	.	.	.	.		.				.				.
005.04	Practice basic food preparation skills.	.	.	.	.	.	.	.		.				.				.
005.05	Compare the process and results of preparing food with different types of equipment.	.	.	.	.	.	.	.		.				.				.
005.06	Practice appropriate manners when serving and eating food.	.	.	.	.	.	.	.		.				.				.
006.01	Analyze roles and responsibilities of family members.	.	.	.	.	.	.	.		.				.				.
006.02	Examine influences world situations and cultural differences have upon family life.	.	.	.	.	.	.	.		.				.				.
006.03	Explain how the family contributes to self-image.	.	.	.	.	.	.	.		.				.				.

#	Teen Living COURSE OBJECTIVES	Basic Skills			SCANS				All Aspects of the Industry							Texts								
		C	M	S	S	R	I	I	F	S	T	P	M	F	S	T	L	H	E	C	L	T	G	
007.01	Investigate qualities vital to the development of good relationships.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
007.02	Determine how conflicting role expectations affect family life.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
007.03	Analyze responses to individual and family crisis.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
008.01	Examine consequence of male and female youth parents.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
008.02	Explain risk factors for children of youth parents.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
009.01	Explain the developmental sequence of children.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
009.02	Predict how the social development of children is affected by relationships with significant others.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
009.03	Determine why play is an important part of child's social/physical/emotional/mental development.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
009.04	Give examples of ways children learn responsibility.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
010.01	Determine appropriate strategies for problem-solving situations involving children.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
010.02	Plan a care-giving activity for a preschool child.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
011.01	Differentiate needs, wants and resources.	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
011.02	Investigate ways human resources are used to enhance family living.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
011.03	Consider personal responsibility involved in setting and reaching goals.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
011.04	Analyze the use of planning to manage time.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
012.01	Assess purchasing practices that aid consumers in the marketplace.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
012.02	Evaluate advertising techniques that influence teenage consumers.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
012.03	Explain how label information contributes to wise consumer choices.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

#	Teen Living COURSE OBJECTIVES	Basic Skills			SCANS				All Aspects of the Industry							Texts					
		C	M	S	S	R	I	I	F	P	M	F	S	T	L	H	E	C	T	L	G
012.03	Examine rights and responsibilities of the consumer.	*			*	*	*	*	*	*	*	*	*	*	*			*	*	*	*
013.01	Interpret appropriate dress for different roles and occasions.	*	*		*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*
013.02	Appraise purchased garments for details of quality.	*	*		*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*
013.03	Examine clothing labels to determine proper care of garments.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
013.04	Demonstrate energy conservation in the care of clothing.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
014.01	Operate sewing equipment.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
014.02	Demonstrate standard and serged seam construction.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
014.03	Demonstrate hand and machine hemming.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
014.04	Demonstrate simple closure applications.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
015.01	Summarize housing needs of individuals and families.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
015.02	Explain how family satisfaction is influenced by the organization of living space.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
015.03	Consider the influence of design on living space.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
016.01	Demonstrate methods of caring for living space.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
016.02	Troubleshoot home safety practices.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
016.03	Recommend energy conservation techniques in the home.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
017.01	Use information to determine group action.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
017.02	Use interpersonal communication skills to accomplish group goals.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
017.03	Manage resources to achieve group goals.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
018.01	Examine organizational rules.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
018.02	Demonstrate handling organizational business.	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

CATEGORY DEFINITIONS: All Aspects of the Industry and SCANS

All Aspects of the Industry	
Codes	
P	Plan (noun); Planning (verb) Any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective.
M	Management The act, manner, or practice of managing, handling or controlling something.
F	Finances The science of management of money or other assets.
S	Technical and Production Skills Technical skills, pertaining to the abstract or theoretical (principle) aspects of the job.
T	Underlying Principles of Technology The entire body of methods and materials used to achieve objectives.
L	Labor and Community Issues Workers collectively, team building, work benefits, work for wages; social group or class having common interest, under the same government.
H	Health and Safety Functioning normally without disease, in an environment that is conducive to and promotes health and safety.
E	Environmental Issues Protection of the natural environment, i.e., air, water, soil, resources.
	SCANS
R	Resources Identifies, organizes, plans and allocates time, money, materials, space, staff.
IP	Interpersonal Skills Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
IF	Information Acquiring and evaluating data, organizing and maintaining files, interpreting and communication, and using computers to process information.
S	Systems Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.
T	Technology Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Teen Living Content Outline

I. Work and Family

- A. Quality of life
 - 1. Workplace skills
 - 2. Contemporary family settings
 - 3. Multiple roles
- B. Technological influences
 - 1. Impact
 - 2. Uses
- C. Work Opportunities in Home Economics
 - 1. Nutrition, food, fitness and hospitality careers
 - 2. Family-oriented careers
 - 3. Child development careers
 - 4. Consumer management careers
 - 5. Fashion and apparel careers
 - 6. Housing and interiors careers
 - 7. Home Economics education

II. Nutrition and Wellness

- A. Factors affecting wellness
 - 1. Wellness factors
 - 2. Nutritional needs
 - 3. Meal planning
- B. Principles of meal management
 - 1. Purchasing food
 - 2. Safety and sanitation
 - 3. Measuring techniques
 - 4. Preparation skills
 - 5. Cooking techniques
 - 6. Manners

III. Family Living

- A. Family life influences
 - 1. Roles and responsibilities
 - 2. World events and cultural differences
 - 3. Self-image
- B. Interpersonal relationships
 - 1. Contributing qualities
 - 2. Role expectations
 - 3. Crisis
- C. Youth parenting
 - 1. Consequences
 - 2. Risk factors

IV. Child Development

- A. Growth and development
 - 1. Developmental sequence
 - 2. Relationships and social development
 - 3. Play
 - 4. Responsibility
- B. Positive communication
 - 1. Coping strategies
 - 2. Care-giving activities

V. Consumer Management

- A. Analyzing resources
 - 1. Needs, wants, and resources
 - 2. Use of resources
 - 3. Goal setting
 - 4. Time management
- B. Purchasing practices
 - 1. Assessment
 - 2. Advertising
 - 3. Labeling
 - 4. Rights and responsibilities.

VI. Clothing and Fashion

- A. Clothing management
 - 1. Appropriateness
 - 2. Quality assessment
 - 3. Labels and care
 - 4. Energy conservation
- B. Construction
 - 1. Sewing equipment
 - 2. Seam construction
 - 3. Hemming
 - 4. Closures

VII. Living Environments

- A. Living space needs
 - 1. Individual and family
 - 2. Organization
 - 3. Design
- B. Satisfaction with living space
 - 1. Care and requirements
 - 2. Safety practices
 - 3. Energy conservation

VIII. Leadership and Citizenship

- A. Accomplishment of group goals
 - 1. Information
 - 2. Interpersonal communication skills
 - 3. Resource management
- B. Accepted group assembly practices
 - 1. Rules
 - 2. Organizational business

CURRICULUM PAGE LAYOUT

CURRICULUM PAGE LAYOUT

There is a minimum of two curriculum pages for each *Teen Living* objective. Note that *CONTINUED* at the top of the page indicates the second or third page of strategies for an objective. Each curriculum page includes the following information:

COURSE: Title of Course (Given on the first page only)

UNIT: Title of Unit (Given on first page only)

COMPETENCY and COMPETENCY NUMBER: Identifies the competency statement and the number based on the course blueprint.

OBJECTIVE and OBJECTIVE NUMBER: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to ..." All objectives are in italics. The number identifies the objective according to the unit and competency as provided on the course blueprint.

DAYS: Indicates the suggested time to be used for the specific objective. The number of days is based on the weight given to that objective in VoCATS.

OUTLINE: The content outline provides teachers with a base of information to use in covering each objective. Information reflects the VoCATS test-item bank.

STRATEGIES: Strategies are designed as student strategies and are in addition to the strategies and activities provided in the state-adopted texts. It is **NOT** intended that each of these strategies be completed.

BEHAVIOR: Each strategy addresses a specific learning level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Strategy development was based on and dictated by the level at which the objectives were written. For example, if an objective is written at a cognitive level 1 (C1), then all strategies under that objective were written at a level no higher than level 1. Following is a chart illustrating the different learning levels. Symbols used on the curriculum page are identified along with suggestions for types of tests and test items.

Learning Level	Outcome Terms	Types of Tests/Test Items
Cognitive (C) Level 1 (C1)	Identify Recognize Describe	Single, objective-type, paper and pencil test items such as matching, short answer, listing, completion or fill-in-the-blank, identification selecting from a list, or forced choice
Level 2 (C2)	Translate Interpret Summarize	Short-answer questions, multiple choice items, essay using case studies, oral items, rank, order, sequencing items.
Level 3 (C3)	Apply Explain why Analyze Synthesize Adapt Predict Evaluate	Complex multiple-choice items, essay items using case studies/scenarios, structured interviews using case studies, problem-solving items, product performance items.
Psychomotor (P)	Imitate Try or attempt Demonstrate Improvise Experiment	Performance tests to evaluate either the process, task, procedure, operation performed by the student or product created by the student. The teacher or qualified observer will use a detailed checklist during the performance test for evaluation.
Affective (A)	Show awareness Show interest in Pay attention to Follow rules or instruction Engage in Volunteer to Show pleasure or satisfaction Participate actively in Show preference for Initiate and carry out Assume responsibility for	Evaluation of behavior may be reflected through student actions over an extended period of time with before and after measures; complete a rating scale or projective device; respond to a checklist; teacher's recorded observations, oral expression by the student (personal opinion, group interaction); written responses by student (diary lag, projective device, completion of rating scale).

RESOURCES: Resources are listed in a table at the end of each objective. The state-adopted textbooks are *Creative Living* and *Teen Guide*. These texts are listed in the left table. Additional suggested resources are listed in the right table and include other books, videos, computer software, and instructional packages.

UNIT A
WORK AND FAMILY

COURSE: Teen Living

UNIT: *Work and Family*

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE : 001.01 - C3:

Examine skills needed to function effectively in the workplace. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
Workplace Know-How		
Competencies	C3	1. The Secretary's Commission on Achieving Necessary Skills (SCANS) with the U.S. Department of Labor examined and identified a common core of skills that constitute job readiness. Examine the five competencies and the three-part foundation. Determine how these skills will apply to effective job performance.
Resources		
Interpersonal skills		
Information Systems		
Technology		
Foundation		2. Define ethics. Describe the importance of good work ethics on the job.
Basic skills	C1	
Thinking skills		
Personal qualities		
	C2	3. Relate how unreliable work habits by employees affect staffing and scheduling within a business. Cite examples.
	C2	4. Explain what happens when employees are not honest with money matters or store merchandise. Interpret the effects on the consumer. Relate the need for honesty in the workplace.
	C2	5. Discuss "taboo" topics for conversation at work from the video <i>Manners at Work</i> .

(CONTINUED)

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE : 001.01 - C3:

Examine skills needed to function effectively in the workplace. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|---|
| C3 | 6. Recognize obvious body gestures indicating that someone is not listening. Recommend techniques to improve listening skills. |
| C3 | 7. Demonstrate and/or discuss basic work etiquette skills for the following: introductions, handshakes, smoking, appointments, conversation, and telephone usage. |
| C3 | 8. Justify the need for possessing appropriate work etiquette skills. |
| C3 | 9. Present an idea for an FHA/HERO fund-raiser. Propose a plan for its implementation. |
| C3 | 10. Correspond among schools with electronic mail or a computer modem. |

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>Manners at Work Learning Seed Skills for Living Topic 5-1,3 Teaching the SCANS Competencies Work and Family Supplement</i>

COURSE: Teen Living

UNIT: *Work and Family*

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE: 001.02 - C3:

Examine skills needed to function effectively in contemporary family settings. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Skills Needed to
Function Effectively
in Contemporary
Families**

Skills

Takes care of self

Expresses love

Communicates

Manages a home

Teaches

Provides

Accepts responsibility

Practices discipline

Makes decisions

Weathers the storm
(coping)

Interacts as a family
unit

C3

1. Define family interaction. Explore opportunities within your own family that allow for positive interaction with family members. Recommend ways to improve or strengthen family interaction. State how a lack of inter-activity could lead to a breakdown in the family unit.

C3

2. Determine how positive self-assertion (stating or claiming your position in a positive manner) allows for open and honest communication. Give examples of how you can use this knowledge within your home environment. Point to conflicts within families and explain how they could be avoided through the use of positive self-assertion.

C3

3. Consider how empathy can be used to strengthen communication within the family unit.

(CONTINUED)

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE: 001.02 - C3:

Examine skills needed to function effectively in contemporary family settings. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	4. Use decision making and problem solving skills to resolve an issue you are currently experiencing within your family.
	C2	5. To "weather-the-storm" means to have the ability to cope. Give examples illustrating coping strategies. State why possessing coping strategies is increasingly important to contemporary family settings.
	C3	6. View the video <i>Communication Breakdown: A Repair Guide</i> . Examine common causes for communication breakdown and techniques to deal with them.
	C3	7. Brainstorm for one minute ways to express love in your family. Compare your list with those of classmates. Select examples that you did not identify on your list but would like to add. Practice one idea at home. Share your family's reaction.

(CONTINUED)

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE : 001.02 - C3:

Examine skills needed to function effectively in contemporary family settings. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

8. Use a telecommunications package to pull up the top ten songs. Determine how they express love.

State-Adopted Textbooks <i>Creative Living Teen Guide</i>	Other Resources <i>Communication Breakdown: A Repair Guide Learning Seed Skills for Living Topic 9-3 Teaching the SCANS Competencies (Telecommunications Package) Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: *Work and Family*

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE: 001.03 - C3:

Analyze strategies for managing multiple roles. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
Multiple Roles		
Types Family Friends School Work	C3	1. Examine the multiple roles you have experienced in life thus far. Compare with classmates the differences in roles.
Expectations and conflicts Decisions with relationships Value conflicts Peer pressure	C3	2. Outline conflicts teens experience on a regular basis. Classify them into one of the following categories: family, friends, school or work. Recommend positive techniques or approaches to deal with these conflicts.
Strategies for managing stress Diet Exercise Rest Relaxation exercises	C3	3. Demonstrate one or more of the following relaxation exercises: Deep abdominal breathing Meditation/Visual imagery Progressive muscle relaxation
Managing multiple roles Planning Organizing Scheduling	C3	Recommend appropriate situations in which these exercises may be used.
	C3	4. Use aerobic activities such as line dancing, water aerobics or jazzercise to reduce feelings of stress.

(CONTINUED)

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE: 001.03 - C3:

Analyze strategies for managing multiple roles. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C1

5. Recognize the implications negative self-talk has on self-esteem and the ability to manage multiple roles.

C3

6. Recommend specific foods to avoid while under stress.

C3

7. Use Nintendo games or other interactive software packages to illustrate the difference between reacting and critical thinking.

C1

8. Identify management techniques that help you cope with stress by viewing the video *Teenagers, Stress, and How to Cope*.

C3

9. Examine styles of coping through the video *What is Your Coping Style?* Determine the coping style(s) you use.

(CONTINUED)

COMPETENCY: 001.00 - C3:

Examine factors which lead to a quality life.

OBJECTIVE: 001.03 - C3:

Analyze strategies for managing multiple roles. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

10. List your activities and responsibilities for one day. Organize and prioritize your list. Schedule your activities on a time chart or daily planner. Relate the use of this activity to business and industry.

State-Adopted Textbooks	Other Resources
<i>Creative Living 38-39,56-61</i> <i>Teen Guide 24-32,42-44</i>	<i>Skills for Living Topic 9-1</i> <i>Teenagers, Stress, and How to Cope</i> Sunburst <i>What is Your Coping Style?</i> Human Relations Media <i>Work and Family Supplement</i> <i>Working Parents: Balancing Kids and Careers</i> Learning Seed

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 002.00 - C2:

Summarize the effects of technology on work and the family.

OBJECTIVE: 002.01 - C2:

Explain how family and work are impacted by technology. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Impact of Technology
on Work and the
Family**

Types of technology	C1	1. Describe how technology has impacted the production of home videos. Cite television's "America's Funniest Home Videos" as an example.
Communications		
Video technology		
Electronic funds transfer (EFT)		
Remote control shopping		
Computer and meal planning	C1	2. Identify microwavable foods you and your family use frequently. Describe their packaging. Tell how a busy schedule affects food preparation.
Supermarket technology		
Microwavable foods and packaging		
Food availability		
Clothing and textiles	C2	3. Video tape a family activity to share with the class. Discuss the use of the video as a means of preserving family memories.
Electronic sewing equipment		
Computer graphics		
Home automation (timers, remote controls, VCR's, security systems, etc.)	C2	4. Relate the development of synthetic foods to technology.
Cost, availability and feasibility of technology	C1	5. Tell what home automation devices are used within your home. State how home automation devices have improved your home environment.

(CONTINUED)

COMPETENCY: 002.00 - C2:

Summarize the effects of technology on work and the family.

OBJECTIVE: 002.01 - C2:

Explain how family and work are impacted by technology. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	6. Discuss the impact technology has had on clothing and textiles. Give examples in such areas as synthetic fibers, electronic sewing equipment, computer assisted manufacturing of clothing, and laundry care products that are safe for the environment.
	C2	7. Choose a recipe and food management software package suitable for your home such as <i>Chef's Accountant</i> . Relate its use to food planning and management.
	C2	8. Automatic Teller Machines (ATM) are an example of technology in the banking industry. Discuss other examples.

(CONTINUED)

COMPETENCY: 002.00 - C2: Summarize the effects of technology on work and the family.

OBJECTIVE: 002.01 - C2: *Explain how family and work are impacted by technology. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C1	9. List different types of checkouts at local supermarkets. Describe those that are more "technology oriented." Identify other areas or items in the supermarkets that indicate "technology at work."

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 88,155,261,283,375, 382,440,454,516,526,558,641,665 <i>Teen Guide</i> 290,339	<i>Chef's Accountant</i> Online Search <i>Impact of Technology on the Family</i> MAVCC <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: *Work and Family*

COMPETENCY: 002.00 - C2:

Summarize the effects of technology on work and the family.

OBJECTIVE : 002.02 - C2:

Summarize ways technology can be used to meet individual and family needs. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Technology and Needs

Needs Met by Technology

Communication

Finances

Entertainment

Health care/monitoring

Energy usage and
conservation

Efficiency

Others

C1

1. Discuss communication problems that can be avoided through the use of an answer machine. Select through newspaper advertisements the best buy on an answering machine. Relate its feasibility to your family's needs.

C1

2. Identify home health care assistance and monitoring devices that are available in your area. List the steps one must take to obtain their services. Recognize the benefits of these health care programs.

C2

3. Discuss available home security devices. Relate costs to effectiveness.

C2

4. Explain how *Quicken* can be used as a financial management tool to develop and monitor the family budget.

(CONTINUED)

COMPETENCY: 002.00 - C2:

Summarize the effects of technology on work and the family.

OBJECTIVE : 002.02 - C2:

Summarize ways technology can be used to meet individual and family needs. (1 day)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	5. Summarize the impact solar energy has had on living environments. Relate its use to the conservation of resources.
	C2	6. Give examples of the use of timers and sensory devices in the home.
	C2	7. Summarize the impact FAX machines have made in the home and work environment.
	C2	8. At an FHA/HERO meeting, interpret what is meant by the following concept: "hospitals without walls." Relate this concept to the impact technology has already made on "home-health-care." Invite a home-health-care specialist to the FHA/HERO meeting to share current information on health care within the home environment.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 88,155,261,283,375, 382,440,454,516,526,558,641,665 <i>Teen Guide</i> 290,339,374	<i>Quicken Intuit</i> <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.01 - C1:

Identify career opportunities and job qualifications in the nutrition, foods, fitness, and hospitality industries. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Foods, Fitness and
Hospitality Careers**

Career levels

Entry

Intermediate

Professional

Career opportunities

Job qualifications

Education/training

Workplace skills (SCANS)

(Teacher Note: Design a *career profile sheet* for the *Career Profiles* notebook. Include information such as job title, job description, personal qualifications, education and/or training requirements, and potential salary.)

C1

1. Recognize various career levels in the foods, fitness, and hospitality industry. List various job opportunities for each level and add this information to the *Career Profiles* notebook.

C1

2. Working in small groups, describe skills needed to prepare for, seek, obtain, maintain, and change jobs. List and share with the class. (Teacher note: Compile student's work in a notebook titled *Career Profiles*. Use this source as a student reference throughout this class.)

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.01 - C1:

Identify career opportunities and job qualifications in the nutrition, foods, fitness, and hospitality industries. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	3. Identify levels of career opportunities in the foods, fitness, and hospitality industries. Do you note a relationship between education and achievement in this industry?
	C1	4. Identify skills necessary to locate, evaluate and interpret career information.
	C1	5. Recognize the importance of personal responsibility and good work habits for career success.
	C1	6. Describe occupations and the changing male/female roles in the foods, fitness, and hospitality industries.
	C1	7. Describe the impact technology has made on the foods, fitness, and hospitality industries. Identify courses you can take in high school that will familiarize and teach you the use of specific technologies such as the computer.

(CONTINUED)

COMPETENCY: 003.00 - C1: Identify work opportunities in Home Economics.

OBJECTIVE: 003.01 - C1: *Identify career opportunities and job qualifications in the nutrition, foods, fitness, and hospitality industries. (2 days)*

OUTLINE

BEHAVIOR

STRATEGIES

- C1 8. Identify career development opportunities within your high school such as occu-prep, tech-prep, or college prep.
- C1 9. Identify how scientific research impacts the foods, fitness, and hospitality industries. Recognize characteristics and personal qualifications needed for food science careers.
- C1 10. Identify education/training requirements and job characteristics for a career of your choice. Place your findings in the *Career Profiles* notebook. Listed below are some suggested careers:
Dietician, Chef/cook, Food technologist, Quality-control inspector, Food editor and writers, Weight-control program leader, Health-inspector, Food taster, Consumer journalist, Bed and Breakfast innkeeper, Armed Services cook, Others.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 482-487,671 <i>Teen Guide</i> 483-487,496-503	<i>Careers in Home Economics</i> 244-289 <i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.02 - C1:

Identify career opportunities and job qualifications in family-oriented careers. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Family-Oriented
Careers**

Career Levels

Entry

Intermediate

Professional

Career Opportunities

Job qualifications

Education/training

Workplace skills (SCANS)

C1

1. Recognize types of entry-level jobs in the family-oriented careers. Describe job responsibilities and potential income.

C1

2. Identify part-time jobs available in your area that are family-oriented such as an after-school-care provider for children, companion for the elderly or a homemaker-home health aide. List job responsibilities and salary.

C1

3. Describe job responsibilities of a caregiver for the elderly and the pay one could expect from this type of career. Highlight personal gratifications from this type of work.

C1

4. Identify intermediate-level family-oriented careers. State whether you would be interested in pursuing one of these careers. Share your information with classmates.

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.02 - C1:

Identify career opportunities and job qualifications in family-oriented careers. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	5. Identify professional occupations available in the family-oriented field. List the types of jobs, income potential and job availability.
	C1	6. Using classified ads, highlight employment opportunities in family-oriented careers.
	C1	7. List characteristics, interests and skills of people in family-oriented careers. Identify whether you possess those characteristics. Pick out a family-oriented career that would most suit you and find out the type of education or training needed to obtain employment.
	C1	8. After a field trip, share your observations about the jobs performed at one of the following types of group homes: Juvenile shelters, Protective-custody centers, Crisis centers, Orphanages, others
	C1	9. Identify your personality type from viewing the video <i>Career Exploration for the 90s</i> . Match your interests and qualities with those listed within the self-assessment quiz. State your personality type.

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.02 - C1:

Identify career opportunities and job qualifications in family-oriented careers. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	10. During an FHA/HERO meeting, highlight the main points presented by a guest speaker in a family-oriented career.
	C1	11. Recognize different careers and changing male/female roles in family-oriented careers. Do you note gender bias within this field?
	C1	12. Tell how societal needs influence the nature, structure and demand of family-oriented careers.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 157-163 <i>Teen Guide</i> 112-119	<i>Career Exploration for the 90s</i> Sunburst <i>Careers in Home Economics</i> 292-353 <i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.03 - C1:

Identify career opportunities and job qualifications in child development. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Child Development
Careers**

Career levels

C1

1. Identify career development opportunities within your high school such as occup-prep, tech-prep, or college prep.

Entry

Intermediate

Professional

Career opportunities

Job qualifications

C1

2. Identify skills needed to locate, evaluate and interpret career information.

Education/training

Workplace skills (SCANS)

C1

3. Recognize the relationship between educational achievement and career planning.

C1

4. Using a resource found in your school or local library, list characteristics about a job in the child development field that interests you. Share information with the class before putting it in the *Career Profiles* notebook. Examples of jobs are listed below: Child Care Center Director, Children's Librarian, Foster Parent, Live-in Child Care Worker, Pediatrician, Speech Therapist, Teacher Aide, Child Psychologist, Others

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.03 - C1:

Identify career opportunities and job qualifications in child development. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	5. Describe what is meant by the following statement: "A child care worker must understand the child care center's ultimate goal - excellent care for its enrolled children." Recognize the impact a poor child care worker could have on the center's business.
	C1	6. List personal qualities needed by people in child development careers. Share your list with classmates.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 215,224-230 <i>Teen Guide</i> 157-163	<i>Occupational Outlook Handbook</i> Library <i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.04 - C1:

Identify career opportunities and job qualifications in consumer management. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Consumer Management
Careers**

Career levels

Entry

Intermediate

Professional

Career opportunities

Job qualifications

Education /training

Workplace skills (SCANS)

C1

1. Identify career development opportunities within your high school such as occup-prep, tech-prep, or college-prep.

C1

2. Identify career opportunities in consumer management. Recognize the need for skills in communication, decision-making, and problem solving.

C1

3. Tell what the differences are among entry-level, intermediate, and professional careers in consumer management.

C1

4. Give reasons that people in consumer management careers need effective interpersonal and leadership skills.

C1

5. Describe the impact workplace politics has on workers and their environment. (Workplace politics allow personal feelings to influence actions. Examples are favoritism and personality clashes.)

(CONTINUED)

COMPETENCY: 003.00 - C1: Identify work opportunities in Home Economics.

OBJECTIVE: 003.04 - C1: *Identify career opportunities and job qualifications in consumer management. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C1	6. Define entrepreneurship. List skills necessary to become an entrepreneur. Recognize how the skills used in consumer management careers go hand-in-hand with entrepreneurs.
	C1	7. During FHA/HERO, role play a consumer advocate. Choose a product or an issue that your peers can relate to in the role-play.
	C1	8. Describe how consumer-preference surveys relate to consumer management careers. Highlight areas of special interest enjoyed by the class after an actual food-preference survey.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 311-316 <i>Teen Guide</i> 195-201,224-229	<i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.05 - C1:

Identify career opportunities and job qualifications in the fashion and apparel industry. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Fashion and Apparel
Careers**

Levels

Entry

Intermediate

Professional

Career opportunities

Job qualifications

Education/training

Workplace skills (SCANS)

C1

1. List several occupations in the clothing and fashion industry in which you are interested. Identify whether they are an entry, intermediate, or professional level.

C1

2. Identify job opportunities in fashion and apparel. Describe qualifications, interests, skills and abilities needed by employees in the fashion and apparel industry.

C1

3. Describe the responsibilities of a wardrobe planner. Pick out a celebrity that you would like to have as a client. State reasons for your choice.

C1

4. Choose one career in the fashion and apparel industry. List characteristics about that career on a Career Profile Sheet and place in the *Career Profiles* notebook.

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.05 - C1:

Identify career opportunities and job qualifications in the fashion and apparel industry. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C1

5. Select, from a display of American fashion designers, one person and gather information about him or her. Tell the class about the person's background, training, "break" into fashion design, awards, etc. For a North Carolina touch, use Alexander Julian.

State-Adopted Textbooks <i>Creative Living</i> 603-609 <i>Teen Guide</i> 373-379	Other Resources <i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.06 - C1:

Identify career opportunities and job qualifications in housing. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Housing Careers

Career levels

C1

1. Identify career development opportunities within your high school such as occup-prep, tech-prep, or college-prep.

Entry

Intermediate

Professional

Career opportunities

Job qualifications

C1

2. Identify your interests, skills, abilities, personality/temperament and work values by completing a self-assessment on career planning.

Education/training

Workplace skills (SCANS)

C1

3. Choose a career in housing. Highlight basic information about that career. List the information on a career profile sheet, share with classmates, and place it in the *Career Profiles* notebook.

C1

4. Highlight classified ads in housing field. State the level of employment, qualifications needed, and salary range.

C1

5. Identify the implications from the following statement: "Success in the housing industry may largely depend on your people skills."

(CONTINUED)

COMPETENCY: 003.00 - C1: Identify work opportunities in Home Economics.

OBJECTIVE: 003.06 - C1: *Identify career opportunities and job qualifications in housing. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C1	6. Cite current issues affecting employment in the housing field. Recognize whether these issues affect you directly or indirectly. (Sources of information may be newspapers, recent television reports, or magazines.)
	C1	7. Identify career opportunities in the area of life-cycle homes - homes that are adaptable to the aging process. Describe how the increase in the aging population may greatly impact this housing field. Is your present home adaptable or adjustable? Think about the following: <i>If I break a leg ... What if arthritis develops... Wheelchair confinement...</i> - Describe to classmates your reactions to these thoughts.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 667-674 <i>Teen Guide</i> 275-283	<i>Skills for Living</i> Topic 5-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Work and Family**

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.07 - C1:

Identify career opportunities and job qualifications in Home Economics Education. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Home Economics
Education Careers**

Career Levels

Entry

Intermediate

Professional

Career opportunities

Job qualifications

Education/training

Workplace skills (SCANS)

C1

1. Identify career development opportunities within your high school such as occup-prep, tech-prep, or college-prep.

C1

2. List personal qualities you admire most in teachers you have had throughout the years. As a class activity, list qualities that exemplify an ideal teacher. Recognize how many of these qualities you possess.

C1

3. Describe your potential as a teacher. Do you tutor students your age or even younger? Are you patient and good at following directions? Do you have initiative and good communication skills? Point to career opportunities as an educator.

(CONTINUED)

COMPETENCY: 003.00 - C1:

Identify work opportunities in Home Economics.

OBJECTIVE: 003.07 - C1:

Identify career opportunities and job qualifications in Home Economics Education. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C1

4. Highlight classified ads that are for part- or full-time jobs in the educational field. Include jobs such as recreational assistant, camp counselor, teacher and teacher's aide, personnel director/assistant, and others. Describe the application process.

C1

5. Give a description of a career as a home economist. (Their primary responsibility is to plan, prepare, and deliver educational programs to people in your community.) Have you or your parents been a 4-H member? State whether this career interests you.

C1

6. Identify job qualifications, responsibilities and potential income of a home economics feature writer. Point to newspapers for articles related to food, nutrition, fashion, housing, home furnishings, or child development.

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>Careers in Home Economics 516-543 Skills for Living Topic 5-1 Work and Family Supplement</i>

UNIT B
NUTRITION AND WELLNESS

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 004.00 - C3P:

Examine factors which affect wellness.

OBJECTIVE: 004.01 - C3:

Investigate ways nutrition affects wellness. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Food and Wellness

Food needs	C3	1. Investigate how food affects our emotional, social, and physical well-being.
Physical		
Emotional		
Social		
Nutrients	C1	2. Describe how low self-esteem can affect an individual's weight.
Carbohydrates		
Proteins		
Fats	C1	3. Identify the nutrients found in food. Describe how each benefits the body.
Vitamins		
Minerals		
Water		
Weight management	C1	4. Recognize diseases directly related to nutritional deficiencies.
Eating disorders		
	C3	5. Relate good nutrition, exercise and rest as essential to physical fitness and wellness. Determine illnesses or conditions that are a direct response to poor nutrition, lack of exercise and poor rest habits.
	C3	6. Discover truths about the nutrient fat through the video <i>Food and Fat</i> . Determine how to limit your daily fat intake by identifying where most fat is found in a typical diet.

(CONTINUED)

COMPETENCY: 004.00 - C3P: Examine factors which affect wellness.
OBJECTIVE: 004.01 - C3: *Investigate ways nutrition affects wellness. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C1	7. Through the software program <i>Cholesterol Countdown: Control Your Cholesterol</i> , identify problems related to cholesterol.
	C3	8. Examine principles of weight management. Prepare a list of foods that encourage weight loss. Share this list with the class.
	C3	9. Research one of the following topics to present to the class: Potential dangers of diets Strategies to improve eating habits Cultural attitudes about weight Variability of growth patterns in individuals.
	C1	10. In <i>Nutrition: Concepts and Controversies</i> , recognize whether fat calories are more fattening than regular calories such as those coming from carbohydrates. Describe the impact genetics has on weight loss.

(CONTINUED)

COMPETENCY: 004.00 - C3: Examine factors which affect wellness.
OBJECTIVE: 004.01 - C3: *Investigate ways nutrition affects wellness. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	11. Plan a field trip to the Poe Center for Health Education (224 Sunnybrook Road, Raleigh 27610 - 919-231-4006) or to another health center of your choice. Search for tips that affect wellness.
	C3	12. If you want to get fat, go on a diet! Find out how this phenomenon can happen from the video <i>What's Eating You</i> . Discover the key to weight management and the virtues of fitness!
	C1	13. Recognize specific eating habits and attitudes about foods that are significantly related to eating disorders. List characteristics or traits of eating disorders. Share this information with the class or use as an FHA/HERO program.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 328-344,361-368 <i>Teen Guide</i> 382-391, 400-406	<i>Cholesterol Countdown: Control Your Cholesterol</i> Apple II Learning Seed <i>Food and Fat</i> Learning Seed <i>Nutrition: Concepts and Controversies</i> 359 - 362 <i>Skills for Living</i> Topics 14-1,2,3 <i>What's Eating You</i> Cambridge <i>Work and Family Supplement</i> Parnell

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 004.00 - C3P:

Examine factors which affect wellness.

OBJECTIVE: 004.02 - C3:

Analyze nutritional needs throughout the life cycle. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Nutritional Needs

Food Guide Pyramid Bread, cereal, rice, and pasta	C3	1. Examine the food guide pyramid. Determine your nutritional needs. Plan menus for your age group based on its design.
Fruit group Vegetable group Meat, poultry, fish, dry beans, eggs and nuts	C3	2. Propose problems an individual would face if his eating habits did not vary from the teenage years to adult years.
Milk, yogurt, and cheese Fat, oils, and sweets	C3	3. Examine the Recommended Daily Allowance Chart. Relate the information provided to your nutritional needs.
Recommended Daily Allowances(RDA) Nutrition for specific populations		
Children	C3	4. Recommend appropriate, nutritious snacks for the following individuals: Five-year-old child Pregnant teenager Teenage athlete Elderly adult
Males Females Pregnant females Elderly adults		
	C3	5. Investigate why "feeding with love" produces better growth and development of children than feeding the same food in an emotionally negative climate (<i>Nutrition: Concepts and Controversies</i>).

(CONTINUED)

COMPETENCY: 004.00 - C3P: Examine factors which affect wellness.
OBJECTIVE: 004.02 - C3: *Analyze nutritional needs throughout the life cycle. (3 days)*

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|---|
| C3 | 6. Examine nutrition issues faced by senior citizens and their families. |
| C3 | 7. Research shows <i>companionship</i> to be the single most important factor in improving the eating habits of older people. Investigate reasons for this finding. (Newspaper Articles) |
| C3 | 8. Investigate nutritional problems related to pregnant teenagers. Recommend nutritious snacks and meals for a pregnant teenager. |
| C3 | 9. Collect nutritional information from your local health department to share with class members or invite a guest speaker from that local agency to address nutrition with the class. |

(CONTINUED)

COMPETENCY: 004.00 - C3P: Examine factors which affect wellness.
OBJECTIVE: 004.02 - C3: *Analyze nutritional needs throughout the life cycle. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	10. Consider the critical nature of nutrition to the newborn. Determine the effects of prenatal diet, weight gain, exercise, harmful substances and practical meal planning in the video <i>Eating For Two</i> .

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 345-359, 686-687 <i>Teen Guide</i> 135-136, 393-399, 505-507	<i>Eating For Two</i> Cambridge 1992 <i>Nutrition: Concepts and Controversies</i> 33-35, 426-427 <i>Skills for Living</i> Topic 14-4 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 004.00 - C3P:

Examine factors which affect wellness.

OBJECTIVE: 004.03 - C3P:

Plan nutritious meals and snacks adaptable for a variety of eating schedules. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Nutritious Meals and Snacks

Meal and snack planning considerations

C3

1. Survey the class to determine frequently eaten snacks. Using the daily food guide pyramid, categorize snacks. Rate the class's overall nutritional intake. Recommend nutritious pack'n-go snacks for breakfast skippers.

Nutrition

Appeal/appropriateness

Management

Budget

Time

Skills

Meals away from home

C3

2. Appraise a variety of snacks for their fat and caloric contents. Prepare a list of snacks that are low in fat, calories and sodium.

Regional and cultural foods

C3

3. Investigate creative ideas and techniques for preparing or serving snacks. Present findings to the class.

C3

4. Compare appropriateness and appeal of snacks eaten by teenagers to those eaten by elderly adults.

C3

5. Using wrappers from snacks, analyze label information for additives. Will this information impact future purchases? Justify your answer.

(CONTINUED)

COMPETENCY: 004.00 - C3:

Examine factors which affect wellness.

OBJECTIVE: 004.03 - C3:

Plan nutritious meals and snacks adaptable for a variety of eating schedules. (4 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	6. Identify nutritious foods that can be quickly and easily prepared and served. Determine what skills are needed for their preparation.
	C3P	7. Prepare a variety of fruit or milk shakes. Use creativity in making your own "special" shake. For example: Compose a verse such as the following as you prepare a "Purple Cow" using grape juice and fat-free ice cream: "I never saw a purple cow, I never hope to see one, But I can tell you anyhow... I'd rather see than be one!"
	C3P	8. Select and prepare one of the following snacks: Trail mix Microwave popcorn Mini-pizza: fruit or vegetable on an English muffin or Sub roll. Granola Other
	C2	9. Give examples of nutritional trade-offs in meals when time is limited.

(CONTINUED)

COMPETENCY: 004.00 - C3P: Examine factors which affect wellness.
OBJECTIVE: 004.03 - C3P: *Plan nutritious meals and snacks adaptable for a variety of eating schedules. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	10. Ethnic and regional foods are usually determined by availability in a location. Identify local ethnic food restaurants. Sample foods offered on their menu. Recommend favorite food items to classmates.
	C1	11. Identify the country associated with these foods: Tacos, quacomole, and refried beans Sauerkraut and potato pancakes Lasagna and spaghetti Yorkshire pudding Baklava Sushi
	C2	12. Identify the region of the United States with which the following foods are associated: Chili, tacos, barbecued beef Corn on the cob and steak Lobster and clam chowder Macadamia nuts and roasted pork Okra and fried chicken Salmon and game meats Give reasons these foods are common to their regions.
	C3P	13. Use computer software such as <i>Chef's Accountant, Food Processor II, or Diet Balancer</i> to plan nutritious meals and snacks.

(CONTINUED)

COMPETENCY: 004.00 - C3P: Examine factors which affect wellness.
OBJECTIVE: 004.03 - C3P: *Plan nutritious meals and snacks adaptable for a variety of eating schedules. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C1	14. Using the computer program <i>PC Globe</i> , identify staple foods associated with a country of your choice.
	C3	15. Recommend quick and nutritious dinner menus for the families below. FAMILY 1: Working grandmother with two grandsons - a third-grader and a sixteen-year-old football player. FAMILY 2: Working mother and father who both travel; they have two teenage sons on the wrestling team. FAMILY 3: Teenage mother with a one-year-old child. The mother attends night school and has to feed the babysitter to get a lower babysitting rate. FAMILY 4: A man who lives with his elderly mother and two cousins, three and six years old.

State-Adopted Textbooks <i>Creative Living</i> 331,356,369-376, 490-495,404-407 <i>Teen Guide</i> 407-409,411,491-495	Other Resources <i>Chef's Accountant</i> Online Search <i>Diet Balancer</i> Nutridata <i>Food Processor II</i> ESHA Research <i>PC Globe</i> Broderbund <i>Nutrition: Concepts and Controversies</i> 55-62 <i>Skills for Living</i> Topic 14-2, 15-1 <i>Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: Nutrition and Wellness

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.01 - C3:

Apply good practices when purchasing food. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Purchasing Food

Food stores	C2	1. Identify types of food stores. Relate a customer's needs to his choice in food stores.
Types		
Supermarkets		
Convenience stores		
Specialty stores	C3	2. Determine how to select and judge the quality of various food items. Discuss obvious warning signs of spoiled or unsafe food.
Food selection		
Quality		
Labels		
Money-saving tips		
Restaurants	C3	3. Determine the informational requirements of food labels. Outline ways the consumer benefits from this information.
Types		
Fast-food		
Family		
Luxury		
Ethnic	C3	4. Prepare a list: "Money Saving Tips When Buying Food." Consider various forms of the same food such as fresh, frozen, dried or canned. Indicate best buys on seasonal foods. Share this information with your family.
Take-out		
Food selection		
Quality		
Nutrition		
Special dietary needs/ requests		
Gratuity/tipping	C3	5. Compare store brands to national brands in a "taste test." Rate the foods. Calculate differences in their unit price.
	C3	6. Using menus, practice ordering food items. Compute costs for items ordered.

(CONTINUED)

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.01 - C3:

Apply good practices when purchasing food. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	7. Analyze menus for foods that will meet specific dietary needs.
	C3	8. Calculate the appropriate amount of gratuity on the following meals using 15% as your rate: \$22.50 \$ 4.50 \$ 9.75 \$35.00 \$11.95 \$65.00 Add the gratuity to the meal cost to obtain your total meal cost.
	C1	9. Recognize the ecological concern related to food wrappings and containers. Identify enviro-friendly wrappings, packaging, and containers currently being used. When purchasing food, pick out the enviro-friendly packaged foods. <i>(Package labels and news articles)</i>

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 356-357,377-383,452-453,479-480 <i>Teen Guide</i> 407-413,422-426,450,452-453,455,466,475,478	<i>Skills for Living</i> Topics 15-2, 15-3, Chapter 17 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.02 - C3P:

Apply basic safety/sanitation rules when preparing, serving, and storing food. (4 days)

OUTLINE	BEHAVIOR	STRATEGIES
Safety and Sanitation		
Food	C3	1. Develop a list of safety and sanitation practices when handling food. Post the list in each foods laboratory.
Safety and sanitation		
Storage		
Kitchen		
Sources of danger		
Safety precautions	C1	2. Specify how to defrost frozen foods safely.
Cuts		
Burns		
Electrical shocks	C3P	3. Demonstrate how to store foods to preserve freshness and ensure safety. Include the following items:
Slips and falls		Breads and cereals
Pest/pet control		Fruit and vegetables
		Milk products
		Meats, poultry, fish, eggs
		Nuts and beans
		Leftovers
	C2	4. Interpret what is meant by the following safety/sanitation food handling rules: Keep foods clean Keep hot foods hot Keep cold foods cold Keep foods a short time in the danger zone

(CONTINUED)

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.02 - C3P:

Apply basic safety/sanitation rules when preparing, serving, and storing food. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	5. Tell what is intended by the "pull-date" on perishable foods. Is food still safe to eat after the "pull-date"?
	C3	6. Consider how pre-cycling, buying with the ecological impact in mind necessitates the need for proper food storage techniques while reducing the recycling of packaging materials.
	C2	7. Discuss the following lunch box safety guidelines: Use an insulated lunch box rather than a brown bag. Use an ice pack or gel freezer pack to keep items cold. Use vacuum bottle for foods that need to be kept cold and a thermal container for hot items. Discard leftovers. Do not reuse plastic, foil, or paper wraps because they may be bacteria carriers.
	C1	8. Identify sources of danger in the kitchen.

(CONTINUED)

COMPETENCY: 005.00 - C3P:

Use principles of meal management.

OBJECTIVE: 005.02 - C3P:

Apply basic safety/sanitation rules when preparing, serving, and storing food. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C1

9. List precautions on how to prevent the following injuries from occurring in the kitchen:

Cuts Electrical shocks
Burns Slips and falls

C1

10. Tell how to extinguish safely grease and electrical fires in the kitchen.

C1

11. List 10 safety tips presented in the video *Introduction to Kitchen Safety*.

C3

12. Invite an exterminator to speak to the class addressing safety precautions and issues concerning insecticides and rodenticides. Investigate their impact on pets exposed to the extermination process.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 386,392-399,447,455, 463,469 <i>Teen Guide</i> 413-414,438-441	<i>Introduction to Kitchen Safety: Disasters Waiting to Happen</i> The School Co. <i>Skills for Living</i> Topic 16-2, Chapter 17 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.03 - C3P:

Use accurate measuring techniques. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Measuring Techniques

Measurement

C2

1. Explain the difference between measuring by weight and by volume. Determine the accuracy of both.

Methods

Weight

Volume

Equipment

C3

2. Justify the need for standard measuring equipment in the preparation of food.

Ingredients

Dry

Liquids

Solids

C1

3. Identify equipment needed for measuring the following:

Food equivalents/
substitutes

Liquids

Adjustment of

measurements

Dry ingredients

Internal temperatures
of food

Cooking time

Ingredients by weight

C3P

4. Demonstrate how to measure correctly dry, liquid, and solid ingredients in preparing food.

C3P

5. Prepare a baked product such as peanut butter cookies using correct measuring procedures and equipment.

C3P

6. Evaluate products in which food substitutes have been used. Share personal responses with the class.

(CONTINUED)

COMPETENCY: 005.00 - C3PA: Use principles of meal management.
OBJECTIVE: 005.03 - C3P: Use accurate measuring techniques. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

7. Prepare a chart illustrating food equivalents and food substitutes. Post the chart in an accessible location in the foods lab.

C3

9. Consider the impact technology and science has had over the past 100 years in the home kitchen. Consider methods of measuring in the late 1800's and early 1900's as compared to today's equipment and methods. Imagine using a wood stove for baking. How was the heat regulated? Brainstorm and discuss other antiquities used by our ancestors.

Invite an exchange student from a developing country to discuss technology in his country. Examples might include a "Giko" stove in Kenya or "Biogas" used in India. "Biogas" are used for heating and lighting homes using methane gas from fermented manure. The manure is recycled as fertilizer.

Consider how differently technology is viewed by other countries.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 410-416 <i>Teen Guide</i> 442-446	<i>Skills for Living</i> Topic 16-3 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.04 - C3P:

Practice basic food preparation skills. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

Food Preparation Skills

Recipes

Preparing and cooking terms

Reading package directions

Techniques

Cutting

Mixing

Cooking

Microwave Cooking

Techniques

Safety

C3

1. Examine recipe formats. Explain their differences. Recommend the format you feel is the easiest to use. Explain why.

C3P

2. Demonstrate your understanding of specific cooking terms and methods by following a recipe to prepare food.

C3P

3. Prepare a packaged food product following the directions provided by the manufacturer. Evaluate the product.

C1

4. Identify essential cutting tools and equipment used in food preparation.

C3P

5. Practice basic cutting techniques to prepare a quick and nutritious vegetable or salad.

C1

6. Recognize basic utensils and equipment used for mixing ingredients.

C3P

7. Apply basic mixing techniques in preparing a baked product for the class.

(CONTINUED)

COMPETENCY: 005.00 - C3PA: Use principles of meal management.
OBJECTIVE: 005.04 - C3P: *Practice basic food preparation skills. (5 days)*

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|-----|---|
| C3 | 8. Consider basic items of cookware and bakeware necessary to prepare food for a family. |
| C3P | 9. Examine the following techniques used to cook food - moist heat, dry heat, and cooking with fat. Select and practice one technique on a simple and nutritious entree. |
| C1 | 10. Identify cookware suitable for use in the microwave. Tell what happens when items that are not microwave safe are used. Highlight safety considerations when using the microwave. |
| C3P | 11. Demonstrate one or more of the following microwave techniques in preparing selected food items:
Stirring and rotating
Covering
Puncturing
Shielding
Standing time |

(CONTINUED)

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.04 - C3P:

Practice basic food preparation skills. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

12. Using basic food preparation skills, prepare refreshments for your next FHA/HERO meeting.

C3P

13. Examine the student recipes from **The Food Lab Program** by Fearon/Janus/Quercus. Carry out a cooking demonstration as suggested in one of books from this series.

Book titles are listed below:

Breads

Cooking Basics

Dairy Foods

Desserts

Fruits, Vegetables, and Salads

Protein Foods

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 400-403,417-441,447-449,456,463-464,470-473 <i>Teen Guide</i> 442-446,450-451,460-461,463,468-470,478-480,485-486	<i>Skills for Living</i> Topic 16-4 <i>Work and Family Supplement</i> <i>The Food Lab Program</i> Nunley (<i>Breads, Dairy Foods, Desserts, Fruits, Vegetables, and Salads, and Protein Foods</i>)

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.05 - C3P:

Compare the process and results of preparing food with different types of equipment. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Comparison of Process
and Results of Foods
Prepared with
Different Equipment**

Ovens	C3	1. Critique food items baked in a conventional oven versus a microwave oven. Rate the products based on appearance, taste, and texture.
Convection vs conventional		
Microwave vs conventional		
Micro-convection vs conventional	C1	2. Identify food items that could not be cooked successfully in a convection oven.
Toaster vs microwave or conventional		
Electric frypans vs cooktops	C3P	3. Determine how a convection oven differs from a regular oven. Using purchased cookie dough, bake cookies. Evaluate the product. Write down the differences and share them with the class.
Stand mixers vs portable mixers		
Food processor vs blender		
Factors to consider in comparison of food and equipment	C3	4. Compare the energy costs of a microwave oven as opposed to the conventional oven. Consider the impact conventional ovens have on heating and cooling your home.
Time		
Energy (human and environmental)		
Cost		
Finished product		

(CONTINUED)

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.05 - C3P:

Compare the process and results of preparing food with different types of equipment. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

5. Discuss how to reheat breads or bread products in the microwave. Experiment with the methods and techniques discussed. Present your findings to the class.

C3

6. Recognize the costs of various types of food preparation equipment. Establish justification for their purchase.

C3P

7. Evaluate food processors and blenders. Prepare a fruit puree with each and compare the results.

C3P

8. Working in small groups, prepare a cake using one of the following mixing strategies: by hand, hand mixer, stand mixer, or food processor. Compare the advantages and disadvantages of each process. Evaluate the final product for differences.

<p>State-Adopted Textbooks</p>	<p>Other Resources</p>
<p><i>Creative Living</i> 431,436-441 <i>Teen Guide</i> 428-431</p>	<p><i>Skills for Living</i> Topic 16-1 <i>Work and Family Supplement</i></p>

COURSE: Teen Living

UNIT: **Nutrition and Wellness**

COMPETENCY: 005.00 - C3PA:

Use principles of meal management.

OBJECTIVE: 005.06 - C3PA:

Practice appropriate manners when serving and eating food. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Table Manners

Manners/Table Etiquette

C3PA

1. Divide into small groups of three or four. Practice appropriate table manners and etiquette while eating a meal.

Appearance

Conversation

Use of napkins

Use of flatware

Passing food

C3PA

2. Recognize inappropriate behaviors during your school lunches. State why they are inappropriate.

Eating the meal

Setting the table

Place setting

Table cover

Centerpieces

C3PA

3. Practice setting a cover for a dinner, using the following menu or one selected by your teacher:

Cream of Mushroom Soup

Roast Pork with Gravy

Brown Rice Sweet Potato Rings

Steamed Broccoli

Fresh Spinach Salad

Biscuits

Lemon Pie

Iced Tea

Serving food

C3PA

4. Using a theme of your own choosing, create or collect examples of a centerpiece appropriate for a table.

(CONTINUED)

COMPETENCY: 005.00 - C3PA: Use principles of meal management.
OBJECTIVE: 005.06 - C3PA: *Practice appropriate manners when serving and eating food. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	5. Select a country other than your own. Investigate cultural differences in table manners. Present your findings to the class.
	C3	6. Research one type of meal service. Present your findings to the class.
	C3PA	7. Roleplay correct etiquette when ordering food items from a menu. Practice ordering for yourself and for others.
	C2	8. Through FHA/HERO, invite a guest speaker to your class meeting to discuss the topic of "Table Manners in the Workplace." Relate the use of "taboo" table habits to job success. (NOTE: Corporations pay consultants large salaries to train employees the social graces.)

State-Adopted Textbooks <i>Creative Living</i> 477-479 <i>Teen Guide</i> 419-420	Other Resources <i>Skills for Living</i> Topic 18-2,3 <i>Work and Family Supplement</i>
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UNIT C
FAMILY LIVING

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.01 - C3:

Analyze roles and responsibilities of family members. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Roles and Responsibilities

Family functions

Provide

Nurture

Guide

Family structures

Nuclear

Extended

Single-parent

Blended

Cooperative

Roles and responsibilities

Parent

Child

Siblings

Foster children

Stepparent

Grandparent

Effects of birth order

C3

C3

C3

C3

1. Read the short story "Charles" by Shirley Jackson. Write and describe the roles of the mother, father, child, and teacher. Discuss with classmates. (*Prentice Hall: Silver*)

2. Poll your class to determine the various types of family structures represented. Allow representatives from each type to share what they feel is their greatest family strength.

3. Prepare a list of television shows that exemplify the various types of family structures. Note how family life and their structures have changed over the years. How do the roles and responsibilities vary among the various shows? (Ex. "Little House on the Prairie," "Bill Cosby," "Roseanne," "Eight is Enough," "Bart Simpson," others.)

4. Prepare and present skits on different types of family structures. Consider the strengths and weaknesses of each type.

(CONTINUED)

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.01 - C3:

Analyze roles and responsibilities of family members.
(3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

5. Analyze family types and structures through the video *Introduction to the Family*. Discuss key influences on strengthening the family.

C3

6. Investigate the impact foster children have on an existing family as adjustments are made by them and their new family. Invite a social worker or foster parent as a guest speaker to the class.

C3

7. Critique the video *Your Place in the Family*. Debate the following generalizations taken from the video about birth order:

Only Child: "A dwarf in the world of giants"

First Child: "Born first and wants to stay first"

Second Child: "Born behind and runs hard to catch up"

Middle Child: "Elbows way through life"

Youngest Child (Last Born):
"Born the baby, never dethroned"

(CONTINUED)

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.01 - C3:

Analyze roles and responsibilities of family members.
(3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	8. Graph demographic data from United States research on family changes of 1900, 1950, and 1990 for nuclear, extended, single-parent, etc. Present your graph to the class.
	C3	9. Research information on successes of the first born child. Compare your findings with those of other classmates. Poll the class for first born.
	C3	10. View the video <i>Living the Life of a Teen</i> . With the information presented in the video, explain why peer pressure, sex, dating, drugs and acne make the teen years the hardest times in teenagers' lives.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 98-105 <i>Teen Guide</i> 82, 85-92	<i>Introduction to the Family</i> The School Co. <i>Living the Life of a Teen</i> The School Co. <i>Prentice Hall: Silver</i> 79-82 <i>Your Place in the Family</i> Learning Seed 1991

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.02 - C3:

Examine influences world situations and cultural differences have upon family life. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Influences on Family Life

Influencing factors

Culture

Religion

World situations

Social issues

Domestic violence

Unemployment

Substance abuse

Family structure

Aged population

Medical technology

Suicide

Others

Changes in families

Size

Structure

Life style

C3

1. Using a graph or chart, plot the changes in the American family size over the past 50 years. Establish reasons for the decline in family size. Research other cultures to determine changes in family size over the same time span.

C3

2. Select a social issue that affects family life. Research that topic to determine the impact it has had on family life. Appraise and recommend solutions.

C1

3. Describe what **you** perceive as a "healthy" vs "dysfunctional" family. State whether this description fits today's contemporary family.

C3

4. Through the video *Introduction to Parenting*, investigate how the way you were parented will influence your future parenting skills. Working in small groups, recommend parenting skills used by healthy families. Share with the class.

(CONTINUED)

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.02 - C3:

Examine influences world situations and cultural differences have upon family life. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|---|
| C3 | 5. Troubleshoot problems that evolve from blending families. |
| C2 | 6. Invite a speaker from ALANON or a "Drug Awareness" agency to speak to the class about the impact of drugs on the family. |
| C3 | 7. Examine cultural influences on family structure. |
| C3 | 8. Investigate the cultural differences in families through class presentations by exchange students or others from the school and community. |
| C3 | 9. Evaluate Norman Rockwell art work, old television re-runs such as "Father Knows Best" or old magazines for images of families. Indicate obvious changes that have occurred over the years. Give your reasons that support those changes. |
| C3 | 10. Analyze lyrics that denote various images of today's family. |
| C3 | 11. Critique the video <i>Teens in Changing Families: Making it Work</i> . Identify positive values in alternative family structures. |

(CONTINUED)

COMPETENCY: 006.00 - C3: Analyze influences on family life.
OBJECTIVE: 006.02 - C3: *Examine influences world situations and cultural differences have upon family life. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	11. Complete a current events assignment titled Families in the News . Present your findings at FHA/HERO. Post the articles throughout the school. Title your project Be-aware: Families in the News. Newspapers / Magazines
	C2	12. Choose one of the following books from The Need to Know Library to read and discuss with classmates: <i>Aids, Discrimination, Sexual Abuse, Drug Abuse, Stepfamilies, Teen Pregnancy, Alcohol, Family Violence, Teen Suicide, Date Rape, Teen Motherhood, An Alcoholic Parent, Birth Control, Smoking, Sexual Harassment, Your Parents' Divorce, Sexually Transmitted Disease, Grieving, Romantic Breakup, Teen Marriage, Dating, Growing Up Male, Growing Up Female, and When a Parent is Out of Work.</i>

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 123,170-171 <i>Teen Guide</i> 80-83	<i>Teens in Changing Families: Making it Work</i> Sunburst 1989 <i>Introduction to Parenting</i> Learning Seed <i>The Need to Know Library</i> Palmer

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.03 - C2:

Explain how the family contributes to self-image. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Families and Self-Image

Qualities of strong families

Build self-esteem

Establish communication

Share responsibility

Maintain trust and respect

Spend time together

Establish traditions

Maintain positive relationships

outside the family

C2

1. Summarize the influencing factors that affect the development of a toddler's self-esteem and self-worth as presented in the video *The Family Formula: Toddler Self-Esteem - I'm OK ... What's Your Problem?* Discuss your findings with classmates.

C2

2. Interpret how the family impacts the self-esteem of teenagers as they move into adulthood in the video *Teen Self-Esteem: The Right Rites of Passage*.

C1

3. Life's challenges often create self-doubt. Identify how "put-downs" by family and friends corrode self-esteem, self-image and self-confidence. Recognize how to grow in this area through the video *Building Self-Confidence*.

C1

4. Make general statements about individuals with high self-esteem. Relate self-esteem to positive relationships with friends and family.

(CONTINUED)

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.03 - C2:

Explain how the family contributes to self-image. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	5. Discuss the meaning of "mixed messages" and how these types of messages block effective communication. Interpret the difference between clear and unclear communication.
	C2	6. Interpret the style of communication that you have with your parents or guardians. Discuss the essential ingredients for successful communication in a family as presented in the video <i>Basic Family Communication Styles: Trying To Talk To Parents Who Talk At You.</i>
	C2	7. Discuss the negative stereotype associated with the "child from a broken home." Find success stories of people from dysfunctional homes and share with the class.
	C1	8. Bring family items from home such as pictures or hobby items for <i>SHOW and TELL</i> . Share their significance with the class.
	C2	9. Comment on the importance of developing and nurturing hobbies and pleasurable skills.

(CONTINUED)

COMPETENCY: 006.00 - C3:

Analyze influences on family life.

OBJECTIVE: 006.03 - C2:

Explain how the family contributes to self-image. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	10. Using real or simulated bricks, "build" a home or its foundation with the bricks. Label each brick with qualities possessed by role models in your life.
	C1	11. Divide into "ego groups" of four to six people. Share with the group something you are proud of about yourself and that has built your ego or self-esteem. As each member shares his "proud moment," give him a "hand" or a "hug."

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 107-108 <i>Teen Guide</i> 107-111	<i>Basic Family Communication Styles: Trying To Talk To Parents Who Talk At You</i> The School Co. <i>Building Self Confidence</i> (Communication Module) Sunburst <i>Teen Self-Esteem: The Right Rites of Passage</i> The School Co. <i>The Family Formula: Toddler Self-Esteem - I'm OK ... What's Your Problem</i> Learning Seed

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.01 - C3:

Investigate qualities vital to the development of good relationships. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Good Relationships

Types

Family

Friends

Acquaintances

Schoolmate

Co-worker

Neighbor

Importance of relationships

Meeting needs

Companionship

Developing self-concept

New experiences

Qualities and

characteristics

C3

1. Differentiate the types of relationships in which you are involved. Consider companionship: Is it a need or a want in your life? Examine the roles you play in others' lives.

C1

2. Choose an elderly neighbor to "adopt." During your visits, recognize his need for relationships. Describe your experiences with that person to your classmates throughout the year.

C3

3. Invite a guest speaker to class to talk about "Date Rape." Determine vulnerable situations and how to avoid them.

C2

4. Specify how to "give and take" in relationships. Tell what happens when you give more than you take or vice-a-versa in relationships. Read the children's book *The Giving Tree* by Shel Silverstein. Relate information in the story to relationships.

(CONTINUED)

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.01 - C3:

Investigate qualities vital to the development of good relationships. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

5. View the video *Refusal Skills for Teens Under Pressure*. Identify positive, yet committed, responses of ways to say *no* when you feel pressured in various situations. Recognize the importance of possessing refusal skills. Divide into small groups and role play situations developed by the group.

C3

6. Consider the importance of being able to compromise in important relationships. Indicate opportunities when compromise would be justified so that an important relationship could be continued. Examples might include parents, siblings or teachers.

C3

7. Carry out a survey within the class or entire student body identifying qualities and characteristics most valued in friends. Present the results of the survey to the class or FHA/HERO members.

C3

8. View the video *Communication: The Person-To-Person Skill*. Apply basic concepts from the video to dealing more effectively with interpersonal problems and building relationships.

(CONTINUED)

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.01 - C3:

Investigate qualities vital to the development of good relationships. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

9. *Through FHA/HERO, design an after-school **Personal Development and Self-Improvement Workshop**. Your goal will be to understand better yourself and others and to learn effective communication skills. Using the self-discovery approach and the video series *Understanding Who You Are: The Personality Video Series*, predict how you and others will react to a variety of situations. Plan and advertise effectively for your workshop. Titles include:*

Who Am I? (Series Overview)

Self-Esteem - I Would Be Perfect if Only I Didn't Have This Zit!

Personality In The Family - Who's The Boss?,

Personality On The Job - Why People Work

Peer Pressure - Why Are All My Friends Staring At Me?

(CONTINUED)

COMPETENCY: 007.00 - C3: Analyze interpersonal relationships.
OBJECTIVE: 007.01 - C3: *Investigate qualities vital to the development of good relationships. (2 days)*

OUTLINE

BEHAVIOR

STRATEGIES

(Continued from previous page)

*Personality In Love - Is The
Opposite Sex Strange Or Am I
From A Different Planet?*

How People Are Different

*Personality In Conflict With Others:
Why Does This Person Drive
Me Nuts?*

*Personality At School - School Is
Great...It's The Teachers I
Ccn't Stand!*

*Personality And Values - What Is
Important To You?*

(TEACHER NOTE: These videos are approximately 15 minutes. Each title can stand alone for classroom use.)

<p>State-Adopted Textbooks</p>	<p>Other Resources</p>
<p><i>Creative Living</i> 74-81, 126-127, 150-151 <i>Teen Guide</i> 56-59</p>	<p><i>Communication: The Person-To-Person Skill</i> Sunburst <i>The Giving Tree</i> Shel Silverstein <i>Refusal Skills for Teens Under Pressure</i> Sunburst <i>Understanding Who You Are - The Personality Video Series</i> The School Co.</p>

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.02 - C3:

Determine how conflicting role expectations affect family life. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Conflicting Role
Expectations**

Role expectations

Family
Friends
School
Work

C3

1. Investigate various roles teenagers assume. Consider the responsibilities and stress related to each role.

Social

C3

2. Sarcasm, insults, judging and threats cause or escalate conflict. Role-play situations in which an individual successfully avoids a conflict when confronted with one of the above.

Conflicts

Role demands
Internal conflicts
Changes

Relationships and
attitudes

Stereotypes
Prejudices
Labeling

C3

3. Examine conflict styles - *avoidance, confrontation, and problem solving* - presented in the video *Getting Along: Conflict Resolution*. Recommend effective ways to deal with conflict situations with family, friends and work.

Problem solving

C3

4. Read about "I" and "You" messages. "You" messages place blame on others and provoke negative responses. Practice changing *you* messages into *I* messages.

(CONTINUED)

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.02 - C3:

Determine how conflicting role expectations affect family life. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

5. View the video *Teen Parent Conflict: Making Things Better*. Relate the information presented in the video to issues you are dealing with within your family. Indicate how you will be able to use this information.

C2

6. Invite a school counselor to discuss conflict resolution techniques used with families and friends. Outline the major points presented. Follow-up the presentation with group discussions on the techniques and how individuals could apply them to their personal situations.

C3

7. Critique television programs for stereotyping, labeling, and prejudices. Compile a list of your observations. Suggest the consequences of their use in the workplace.

C3

9. Contact a person from the local health department to address a special issue concerning the class on "Teen Relations."

(CONTINUED)

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.02 - C3:

Determine how conflicting role expectations affect family life. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

10. List on index cards the steps to problem solving. Divide the class into groups of five with each member taking a card. Get into the correct order. Using these cards as a guide, explain how to solve a problem that someone in the group has with his family, at work or with a friend.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 90-97, 109-113 <i>Teen Guide</i> 40-46, 52-54	<i>Getting Along: Conflict Resolution</i> Sunburst <i>Skills for Living</i> Topic 6-6 <i>Teen Parent Conflict: Making Things Better</i> (Communication Module) Sunburst <i>Work and Family Supplement</i>

COURSE: Teen Living
 COMPETENCY: 007.00 – C3:
 OBJECTIVE: 007.03 – C3:

UNIT: **Family Living**
 Analyze interpersonal relationships.
Analyze responses to individual and family crisis. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
Responses to Crisis		
Responses to crisis Anger and depression Withdrawal and low self-esteem Loneliness and feeling of failure "Fight-or-flight" Others	C2	1. Working in small groups, discuss common family problems. Outline positive and appropriate techniques to resolve the problems.
Coping with crises Plan ahead Share, support and communicate Accept your feelings Stay active Seek help if necessary	C1	2. Describe how the various types of crises impact the family: Death or divorce, illness and accidents, alcoholism and drugs, unemployment, violence and abuse, natural disaster, homelessness, teenage pregnancy, and others.
Family support organizations	C1	3. Identify agencies and family support organizations located in your area. Post their names and phone numbers in the classroom.
Resolving family problems Identification of the problem Communication Family discussions	C1	4. List ways an individual suffering a crisis can gain perspective on the crisis situation.
Compromise Family counseling	C3	5. Critique the video <i>Teenage Crisis: The Fateful Choice</i> . Identify the many crises American teens face in their lives. Learn the importance of seeking positive role models. Understand how hopes, goals and purposes in life help us to make better choices.

(CONTINUED)

COMPETENCY: 007.00 - C3:

Analyze interpersonal relationships.

OBJECTIVE: 007.03 - C3:

Analyze responses to individual and family crisis. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	6. Describe what is meant by the statement " <i>Plan for the worst...Hope for the best....</i> " How does it serve as one method of crisis management?
	C1	7. List positive steps to overcome and/or avoid depression.
	C3	8. Determine how low self-esteem impacts one's outlook on life and the ability to deal with a personal crisis.
	C3	9. Consider typical crises of the teenage years and coping strategies provided in the video <i>When Things Get Tough: Teens Cope with Crisis</i> .
	C3	10. Recommend positive coping strategies in the video <i>Families in Trouble: Learning to Cope</i> .

State-Adopted Textbooks <i>Creative Living</i> 115-123 <i>Teen Guide</i> 28-52, 93-101	Other Resources <i>Families in Trouble: Learning to Cope</i> Sunburst <i>Skills for Living</i> Topic 9-4,12-3 <i>Teenage Crisis: The Fateful Choice</i> Human Relations Media <i>When Things Get Tough: Teens Cope with Crisis</i> (Communication Module) Sunburst <i>Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 008.00 - C3:

Analyze youth parenting.

OBJECTIVE: 008.01 - C3:

Examine consequences of male and female youth parents. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Consequences of Youth Parents

Financial
Social
Physical
Emotional
Future/Career goals

C3

1. Imagine yourself as a teenage parent with a "typical" high school job receiving minimum wages. Calculate the costs of basic needs for the child and yourself. Determine whether you can afford the expenses of youth parenting.

C3

2. Compare figures of youth parents during the 1960's to those of today. Illustrate the change using a graph. Interview someone from that decade who as a youth had a child to determine experiences, limitations and general problems he/she encountered. Compare these findings to teen parents of today.

C3

3. Interview teen parents to find out how their parents reacted to the situation. Identify coping strategies.

C3

4. Research legal implications and requirements of male youth parents.

C3

5. Explore the advantages and disadvantages for the mother, father and child when adoption is the end result.

(CONTINUED)

COMPETENCY: 008.00 - C3:

Analyze youth parenting.

OBJECTIVE: 008.01 - C3:

Examine consequences of male and female youth parents. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|--|
| C1 | 6. View the video <i>Living the Life of a Teen Parent</i> . List problems and social consequences of teen parents. |
| C3 | 7. Suggest the consequences of a grandmother's taking over the role of mother when the teenager has a child. Consider the position of each. |
| C3 | 8. During FHA/HERO, plan a panel discussion with <i>Teen Parents</i> being the topic. Discuss the multiple roles required of the teen mother. |
| C3 | 9. When the teen mother lives within her parents' home, certain issues need to be addressed. Working in small groups, develop a contract for this family. Consider the following issues:
Housecleaning
Meal Preparation and cleanup
Child care
Laundry
Discipline of child
Financial and medical expenses
Teen parent's social activities |
| C3 | 10. Critique the video <i>The Job of Your Life: The Reality of Teen Parenthood</i> . Recognize how to become responsible - not a statistic! |

(CONTINUED)

COMPETENCY: 008.00 - C3:

Analyze youth parenting.

OBJECTIVE: 008.01 - C3:

Examine consequences of male and female youth parents. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

11. To help prevent teen pregnancy, develop FHA/HERO activities around the following advertising campaign topics found in *Resource Journal on Teenage Pregnancy*:

"Are you willing to "carry" the burden?"

"Some accidents happen inside the car."

"Minimum sentence - 18 years."

"Will your son get his marriage license before he gets his driver's license?"

"Jane Doe wanted the best for her child. So she put him up for adoption."

"Does your teen know the ABC's? Advantages of Birth Control... Educated minds make educated choices."

"The best birth control is self control."

"When all her friends went to college, Susan went into labor."

(CONTINUED)

COMPETENCY: 008.00 - C3: Analyze youth parenting.
OBJECTIVE: 008.01 - C3: *Examine consequences of male and female youth parents. (4 days)*

OUTLINE

BEHAVIOR

STRATEGIES

(Advertising topics Continued)
"Imagine a babysitting job where you never get to go home."

"Julie's latest addition to her doll collection is a six pound baby girl."

C3

12. Discuss the issue of teen pregnancy. Examine the reality of being a teen-parent through the videos *Kids Having Kids* and *Kids Raising Kids*. Recommend positive and responsible plans of action in dealing with a tough situation.

C3

Write a review of the book *School-Age Parents: The Challenge of Three Generation Living* for the school newspaper.

State-Adopted Textbooks	Other Resources <i>Kids Having Kids</i> Cambridge <i>Kids Raising Kids</i> Cambridge <i>Living the Life of a Teen</i> The School Co. <i>Resource Journal on Teenage Pregnancy</i> <i>School-Age Parents: The Challenge of Generation Living</i> <i>Skills for Living</i> Topic 7-2 <i>The Job of Your Life: The Reality of Teen Parenthood</i> Human Relations Media <i>Work and Family Supplement</i>
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Creative Living 217-220
Teen Guide 150-156

COURSE: Teen Living

UNIT: **Family Living**

COMPETENCY: 008.00 - C3:

Analyze youth parenting.

OBJECTIVE: 008.02 - C2:

Explain risk factors for children of youth parents. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Risk Factors for
Children
of Youth Parents**

Health issues
Child neglect/abuse
Lack of child care
Single-parent household
Poor academic
achievement
Lack of guidance
Others

C2

1. Recognize the impact inexperience will play on child rearing by youth parents. Discuss potential problems.

C1

2. List reasons children of youth parents may have academic problems in school. Cite what is being done at the local, state or national level to aid these children.

C1

3. Identify the impact child neglect and abuse have on individuals for the rest of their lives. Recognize well-known people who have opened up their painful abusive experiences to the public. Specify how to respond to situations in which you suspect child abuse.

C1

4. Identify health issues concerning youth parents and their children.

C1

5. Pick out articles from local newspapers concerning children of youth parents. Post the articles on your FHA/HERO bulletin board. Title the display **Teen Parent Alert.**

(CONTINUED)

COMPETENCY: 008.00 - C3:

Analyze youth parenting.

OBJECTIVE: 008.02 - C2:

Explain risk factors for children of youth parents. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	<p>6. You are a single parent. Discuss what you are going to do in the following situations:</p> <p>The baby has whelps on his legs when you pick him up from the day care which is operated by someone you trusted.</p> <p>Your child is sick and you cannot miss anymore days from school.</p> <p>Your child needs food and clothing and the "father" is no longer around to help pay for the baby's expenses. Your family was not supportive about the pregnancy nor have they been financially supportive of the baby.</p>

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide 109-111</i>	<i>Child Development 47-50,60-61 Skills for Living Topic 7-2 Work and Family Supplement</i>

UNIT D
CHILD DEVELOPMENT

COURSE: Teen Living

UNIT: **Child Development**

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.01 - C2:

Explain the developmental sequence of children. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Developmental Sequence

Patterns of growth and development
Physical
Mental
Social
Developmental stages
Infants
Toddlers
Preschooler

C2

1. View the video *A Child Grows: The First Year*. Summarize and discuss the following developmental sequences: motor development, eye-hand coordination, sensory development, attachment and separation, and language development.

C2

2. Babies learn *rhythm* of language before language itself. Relate this statement to observations of noise exchanges between parents and babies. Discuss common "baby talk."

C2

3. Interpret the following: "Most gender specific behaviors are taught by culture or parents." Discuss your interpretation with the class.

C2

4. Interpret labels given to children at select ages: terrible two's, trusting three's, frustrating four's, fascinating five's, and sociable six's.

C2

5. Discuss the video *Living the Life of a Toddler* as it explores toddlers and their striving for independence.

(CONTINUED)

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.01 - C2:

Explain the developmental sequence of children. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	6. Illustrate the developmental stages of children using cutouts from magazines or photographs.
	C2	7. Relate motor skills to muscle and central nervous system development. Investigate types of activities that promote small and large muscle development in children.
	C1	8. Match a child's developmental sequence to stages, ages and tasks.
	C2	9. Relate hearing impairment to speech development in children.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 182-191	<i>A Child Grows: The First Year</i> Learning Seed
<i>Teen Guide</i> 121-128, 130-131	<i>Living the Life of a Toddler</i> The School Co.
	<i>Skills for Living</i> Topics 8-5,8-6
	<i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Child Development**

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.02 - C3:

Predict how the social development of children is affected by relationships with significant others. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Social Development

Significant others

C2

1. Illustrate the importance of a significant other through poetry or short story writing.

Parents

Care-givers

Family members

Group members/peers

C3

2. Give examples of the impact touching and playing have on the social development of a child.

Social experiences/

interaction

Love and acceptance

Talking and listening

Touching and playing

Suggest methods of dealing with young children which encourage good mental health. Discover some very positive ideas from the video *Childhood Self-Esteem: Notice Good From No Good*.

C2

3. Relate your need to be loved and accepted to that of a child. Make general statements about its importance.

C2

4. Give meaning to the phrase "the **need** to be touched." Relate that meaning to normal growth and development of a child.

(CONTINUED)

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.02 - C3:

Predict how the social development of children is affected by relationships with significant others. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	5. Relate giving young children positive exposure to many races and cultures for the prevention of bias and prejudices.
	C2	6. Illustrate how significant others can help children learn that <i>manners are a happy way of doing things.</i>
	C3	7. Form family groups. Simulate a Western European, an Asian, a Central American, an Australian, a Sub-Saharan African, a North American, or an Arabic family. Simulate the role of parents, grandparents, siblings, and other extended family members. After each group presentation, discuss possible reasons for the cultural differences.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 177-178,184-189,198,202 <i>Teen Guide</i> 136-140	<i>Childhood Self-Esteem: Notice Good From No Good</i> The School Co. <i>Skills for Living</i> Topics 8-3,9-2 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Child Development**

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.03 - C3:

Determine why play is an important part of a child's social/physical/emotional/mental development. (4 days)

OUTLINE	BEHAVIOR	STRATEGIES
Importance of Play		
Types of play	C2	1. Discuss the difference between passive and group play. Give examples of each type.
Passive		
Group		
Learning fundamentals of play	C1	2. List pretend games you played as a child. Describe the benefits a child learns from pretending.
Concentration		
Imagination		
New ideas		
Pretend	C2	3. Outline safety rules for children and their play. Share your rules with the class.
Exercise and coordination		
Safety/fun		
Social interaction	C1	4. Play gives children an opportunity to interact socially with their peers. Identify problems that arise when children do not learn to "give and take."
Toy selection		
	C1	5. Describe what is meant by "sensory toys." Tell why they are helpful to infants.
	C2	6. Explain the importance of reading to young children.
	C1	7. Identify play activities that teach a preschool child to concentrate.



(CONTINUED)

COMPETENCY: 009.00 - C3: Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.03 - C3: *Determine why play is an important part of a child's social/physical/emotional/mental development. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	8. Role play appropriate physical exercise for preschool children. Discuss ways of praising a child for patience, sharing, thoughtfulness to others, trying new tasks, etc., in his play. Explain how praise impacts the social/emotional/mental development of children.
	C2	9. Discuss how the following activities help develop language skills and understanding: <i>Telling why</i> - Use "why" questions with children: "Why do we sleep?" "Why do we eat?" "Why do cars have wheels?" "Why do houses have roofs?" Consider reading the books <i>Why Do Clocks Run Clockwise</i> or <i>When Do Fish Sleep?</i> <i>Play "twenty questions"</i> - With a very simple object in mind, ask the child to guess what you are thinking. Have the child ask questions such as "Can it be eaten?" or "Will it bite?" in order to put it in a category. <i>Understanding signs</i> - Read and help a child understand signs such as "Stop," "Walk," and "One Way."

(CONTINUED)

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.03 - C3:

Determine why play is an important part of a child's social/physical/emotional/mental development. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

(Activity Continued)

Play "I packed my grandmother's trunk" - Tell the child you packed Grandmother's trunk and in it you put _____. Let the child add to the trunk by repeating all the items that have been named and then add one more item.

C2

10. Outline safety factors to consider when buying toys for a child.

C2

11. Discuss the issue of winning and losing. Relate a child's need for praise to his/her successful handling of win/lose situations.

C3

12. Examine safety issues concerning toys. Research "watchdog" groups that monitor safety standards of toys. Report findings to the group or class.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 183-188, 193-198 <i>Teen Guide</i> 122-131, 138-139	<i>Skills for Living</i> Topics 8-2,4 <i>When Do Fish Sleep?</i> Feldman <i>Why Do Clocks Run Clockwise?</i> Feldman <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Child Development**

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.04 - C2:

Give examples of ways children learn responsibility. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Responsibility

Guidance methods

Direct

Indirect

Affective

Modeling

Independence

Eating

Getting dressed

Toilet training

Household tasks

Playing alone

Children with special needs

C2

1. View the video *When I Was Your Age: Discipline in the Family*. Explain why children who have been disciplined positively have healthy self-esteem, feel in control of their future and exhibit positive self-discipline. Interpret why they are also realistic and self-motivated.

C2

2. Interpret the short story "Average Waves in Unprotected Waters" by Anne Tyler (Found in *The American Experience* literature book by Prentice Hall). React to the institutionalizing of this handicapped child. Rewrite an ending to this story.

C2

3. Give examples of direct, indirect, affective, and modeling guidance methods.

C1

4. Describe types of children's clothing and closures that allow independence in getting dressed.

C1

5. Cite examples of "healthy" ways children express independence. Tell how positive self-esteem and self-discipline impact these expressions.

(CONTINUED)

COMPETENCY: 009.00 - C3:

Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.04 - C2:

Give examples of ways children learn responsibility. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	5. Discuss toilet training techniques. Relate possible negative reactions or effects of forcing toilet training too early.
	C1	6. List household tasks preschoolers can perform that teach responsibility. Identify strategies that reinforce these behaviors.
	C2	7. Choose play activities appropriate for toddlers or preschoolers to do alone. Explain the importance of learning to play alone. Relate this general idea to the "elder years" and a happy retirement.
	C2	8. View the video <i>Living the Life of a Preschooler</i> . Discuss ways preschoolers learn from others and how others learn from them. Interpret concepts such as ego-centric thinking, self identify, imaginary friends, and their thinking capacity as a preschooler.

(CONTINUED)

COMPETENCY: 009.00 - C3: Analyze growth and development of children from birth through preschool.

OBJECTIVE: 009.04 - C2: Give examples of ways children learn responsibility. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C1	9. Describe how a child thinks, feels, and perceives the world through the video <i>Living the Life of a Child</i> . Identify special hurdles such as "learning spurts" and how these "learning spurts" differ between boys and girls. Recognize the importance of communication and discipline in building strong relationships in the family.
	C2	10. Summarize the difference between mental retardation and learning disabilities. Relate differences to how special children learn responsibility.
	C2	11. Role-play a family with children of varying ages. Illustrate how to involve children with making family rules.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 107, 177-178, 184-189 202-203	<i>Living the Life of a Child</i> The School Co.
<i>Teen Guide</i> 128-129, 131-132, 139-141, 290	<i>Living the Life of a Preschooler</i> The School Co.
	<i>Skills for Living</i> . Topic 8-3
	<i>The American Experience</i> 968
	<i>When I Was Your Age: Discipline in the Family</i> The School Co.
	<i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Child Development**

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.01 - C3:

Determine appropriate strategies for problem-solving situations involving children. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Coping Strategies

General guidelines

C3

1. Working in small groups, select one of three developmental stages: infant, toddler, or preschooler. Recommend general guidelines and specific limits for behaviors. Recommend positive techniques to modify negative behaviors.

Limits clearly defined

Positive reinforcement

Consistency

Following daily routines

Others

Strategies

Isolation

Time-outs

C3

2. Troubleshoot problems that will occur when a parent or care-giver is not consistent in his reaction to behavior problems.

Distractions

Ignoring tantrums

Physical restraints

Others

Emergency procedures

C3

3. Demonstrate emergency first-aid techniques for infants and young children.

Reporting procedures

C3

4. Recommend appropriate responses to temper tantrums.

C3

5. Role-play situations in which a care-giver is using distractions as a strategy to modify inappropriate behavior.

(CONTINUED)

COMPETENCY: 010.00 - C3: Communicate positively with young children.

OBJECTIVE: 010.01 - C3: *Determine appropriate strategies for problem-solving situations involving children. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	6. Explore reasons a child needs structure and clearly defined limits.
	C3	7. Help prevent accidents and perhaps save a few lives by becoming aware of the information in the video <i>Child Safety in the Home</i> . Consider the risks children of teen parents face if the parents do not have knowledge of child safety procedures.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 190,202-207,213-214 <i>Teen Guide</i> 108-109,125-132,134-135, 139-141	<i>Child Safety in the Home</i> KidSafety of America <i>Skills for Living</i> Topic 8-3 <i>Work and Family Supplement</i>

COURSE: Teen-Living

UNIT: **Child Development**

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.02 - C3:

Plan a care-giving activity for a preschool child. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Care-Giving Activities

Types of activities

C3

1. Write and illustrate a children's storybook that focuses on children around the world. Present your work to the class.

Books

Storytelling

TV and movies

Music

Art

C3

2. Research ideas for "homemade" musical instruments for preschool children. Create one for an FHA/HERO presentation.

Toys/games

Presentation/evaluation

C3

3. Prepare an illustrated talk on a care-giving activity of your choice for an FHA/HERO meeting.

C2

4. Using a popular tune, transcribe a song with words appropriate for a child. Share with the class.

C3

5. Plan an art activity for a 4-5 year-old. Describe your activity to the class.

C3

6. Use the decision-making process to select a group project focusing on a care-giving activity for a preschool child.

C3

7. Practice reading with expression to children.

(CONTINUED)

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.02 - C3:

Plan a care-giving activity for a preschool child. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

8. It takes children years to understand the concept of time. Teach a child the days of the week or months of a year by representing them in a circle to show how they are continuous. Develop an example to share with the class. Working with a preschooler, evaluate your project. Recommend TV programs for preschool children. Justify your recommendations.

C3

9. Select one of the following to help a preschooler develop control of small muscles and solve problems.
Understanding sequences - Lay out the things needed in making a peanut butter-jelly sandwich, popcorn, or toast. Help the child decide which step comes first, second and so on.

Marking a calendar - Highlight important dates on a child's calendar. Help him count the days/weeks/months until those dates.

(CONTINUED)

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.02 - C3:

Plan a care-giving activity for a preschool child. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

(Activity Continued)

Understanding views -

Demonstrate how to draw a picture from one view and then draw the same picture from another view with the help of a child.

Measuring - Once a child can recognize numbers, let him assist you in measuring objects around the house with a ruler or tape measure.

Concentrating - Make cards with one through six written on them. Allow the child to look at the cards and then flip them over and have the child remember which card had which number.

C3

10. For hands-on-fun, prepare modeling dough to use with a preschooler. Let the preschooler assist in its preparation. Edible Dough: 1 c. peanut butter, 1 c. nonfat dry milk, 2/3 c. powdered sugar and 1 c. loose coconut (optional). Mix peanut butter and dry milk; add powdered sugar and coconut; mix and work dough until it is the consistency of play-dough. More peanut butter can be added when the dough becomes too dry. This mixture can be stored in the refrigerator for a week.

(CONTINUED)

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.02 - C3:

Plan a care-giving activity for a preschool child. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	11. With a preschooler, play "money" with real coins. Show the difference among pennies, nickels, dimes, and quarters.
	C3	12. Identify holidays that are appealing to children in various countries. Prepare a puppet show with costumes and music appropriate to teach the holiday to children.
	C3	13. Consider rewriting selected nursery rhymes so that they promote gender equity. Share them with a preschool child. An example would be the following: <i>Peter, Peter, pumpkin eater, Had a wife and wanted to keep her. He treated her with great respect, And in return, she hugged his neck!</i>
	C3	14. Select a child care activity from the text <i>Planning Activities For Child Care</i> . Present your activity to the class or group.

(CONTINUED)

COMPETENCY: 010.00 - C3:

Communicate positively with young children.

OBJECTIVE: 010.02 - C3:

Plan a care-giving activity for a preschool child. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	15. Introduce a preschool child to the world of computer technology. Demonstrate how the software programs <i>Kid Pix</i> or <i>The Playroom</i> are fun, creative, and educational!

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 187-188, 196-197, 236-237 <i>Teen Guide</i> 130-132, 145	<i>Kid Pix</i> Broderbund <i>Planning Activities For Child Care</i> Goodheart-Wilcox Co. <i>The Playroom</i> Broderbund <i>Skills for Living</i> Topics 8-2,3,4 <i>Work and Family Supplement</i>

UNIT E
CONSUMER MANAGEMENT

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 011.00 - C3:

Analyze resources that affect consumer choices.

OBJECTIVE: 011.01 - C3:

Differentiate needs, wants and resources. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Needs, Wants and Resources

Needs

Physical

Psychological

Wants

Resources

Human

Nonhuman

C1

1. Describe the differences between physical and psychological needs. State why physical needs must be met before psychological needs can be met.

C3

2. Examine Abraham Maslow's ranking of human needs. Discuss the various levels with classmates. Decide which needs you are trying to fulfill now.

C3

3. Determine daily needs and wants. Analyze the list to distinguish needs from wants. Organize them into two columns using the headings "Needs" and "Wants." Compare your list with those of your classmates.

C1

4. If needs are something you can not do without, define what is meant by wants. Describe how a want can become a need. Give an example.

C3

5. Consider personal needs and wants. Prioritize them. Compare your priorities with those of a classmate.

(CONTINUED)

COMPETENCY: 011.00 - C3: Analyze resources that affect consumer choices.

OBJECTIVE: 011.01 - C3: *Differentiate needs, wants, and resources. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	6. Distinguish between human and nonhuman resources. Give examples of each type.
	C3	7. Examine community resources in your area. Determine how these resources help meet needs and personal goals. For example, schools help to meet educational goals. Share your findings with the class.
	C2	8. Explain what is meant by renewable resources. Give examples.
	C3	9. Through FHA/HERO, plan and implement a community service project that will preserve or create an awareness to conserve natural resources.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 42-43, 241-246 <i>Teen Guide</i> 50-51, 166-172	<i>Skills for Living</i> Topic 10-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 011.00 - C3:

Analyze resources that affect consumer choices.

OBJECTIVE: 011.02 - C3:

Investigate ways human resources are used to enhance family living. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
Human Resources		
Types	C2	1. Tell what is meant by "family wellness." Give examples of indicators.
Knowledge		
Skills/talents		
Creativity/imagination		
Health	C3	2. Analyze the following human resources: knowledge, skills, imagination, energy, time, family and friends. Indicate why these are the easiest to draw upon.
Energy		
Time		
Relationships		
Family		
Friends		
Others	C1	3. Describe your own personal skills and talents. Identify how they can be used to improve your family wellness.
Assets for managing human resources		
Enthusiasm		
Assuming responsibility		
Setting standards	C1	4. Define <i>barter</i> and <i>trade-offs</i> . Give ways of using them to enhance family wellness.
Giving positive reinforcement		
Making decisions		
Being courteous	C1	5. Describe the impact enthusiasm may have on the success of a project.
Others		
Trade-offs/barter	C1	6. State why poor management of human energy leads to stress.
	C1	7. Describe ways an individual can save money by using his personal talents and skills.

(CONTINUED)

COMPETENCY: 011.00 - C3: Analyze resources that affect consumer choices.

OBJECTIVE: 011.02 - C3: *Investigate ways human resources are used to enhance family living. (3 days)*

OUTLINE

BEHAVIOR

STRATEGIES

- C3 8. Attitude is considered a human resource. Is your attitude about life positive or negative? Do you look for the good rather than the bad? Determine whether you are using this resource to its fullest potential.
- C3 9. Use responsible planning to avoid family conflicts. Consider issues such as sharing the bathroom or performing routine household tasks.
- C3 10. Present examples of how creativity and imagination have been used in the recycling of clothing and/or leftover foods.
- C2 11. Everyone has 24 hours in a day. State reasons some individuals always seem to be more productive than others. Relate productivity to time management.
- C1 12. Recognize how understanding relationships can affect your career choices and job success.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 240-242,246 <i>Teen Guide</i> 166-168, 174-176	<i>Skills for Living</i> Topic 10-1 <i>Teaching the SCANS Competencies</i> <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 011.00 - C3:

Analyze resources that affect consumer choices.

OBJECTIVE: 011.03 - C3:

Consider personal responsibility involved in setting and reaching goals. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Setting and Reaching Goals

Types of goals

Short-term

Long-term

Fixed

Flexible

Setting and reaching goals

Resources available

Personal priorities

Needs, wants and values

Managing resources

C1

1. View the video *Ready, Set...Goals*. Recognize the importance of setting and achieving goals and methods of dealing with barriers.

C2

2. Discuss how governments use goals to make spending decisions. With available reports (county, city, state, etc.), relate total income and expenditures to needs, wants and achievement of goals.

C2

3. Explain how goals are prioritized. Relate that process to personal goals.

C2

4. Explain the difference between a long-term and short-term goal.

C3

5. Using the FHA/HERO planning process, develop a plan of action for achieving a personal goal.

C2

6. Discuss how needs, wants and values help determine personal goals.

C2

7. Relate the need for personal management skills to accomplishing goals.

(CONTINUED)

COMPETENCY: 011.00 - C3:

Analyze resources that affect consumer choices.

OBJECTIVE: 011.03 - C3:

Consider personal responsibility involved in setting and reaching goals. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C2

8. Relate setting and reaching goals to career planning. Explain how the courses you are presently taking are "building blocks" for your career choice.

C2

9. Define *standards*. Describe how they are used to measure values and goals.

C2

10. Interpret personal feelings about goals that have been set for you by others, such as your parents, coaches or teachers. Explain how they can teach you to be a responsible person.

C2

11. Goals set by others for you may or may not be compromised. To help manage life effectively, discuss situations in which these goals could be changed. Recognize situations in which you should determine those goals. Examples might be choice of colleges or even courses to take in high school.

(CONTINUED)

COMPETENCY: 011.00 - C3: Analyze resources that affect consumer choices.

OBJECTIVE: 011.03 - C3: *Consider personal responsibility involved in setting and reaching goals. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	12. Examine responsibilities of being a student. Develop a plan that enables you to accomplish all your assigned tasks along with your outside responsibilities at home and/or at work. Implement the plan, evaluate, adjust as needed.
	C3	13. Choose a situation in which you have been dissatisfied with the decision that was made. Investigate your alternatives. Share your ideas with your group. Listen to their input before acting on the decision that was made.
	C3	14. Practice using the decision making process for a classroom/ individual FHA/HERO project.
	C3	15. Consider alternatives for obtaining an outfit for the next school dance rather than purchasing one with money you or your family needs for other things. Share findings with the class.

(CONTINUED)

COMPETENCY: 011.00 - C3: Analyze resources that affect consumer choices.

OBJECTIVE: 011.03 - C3: *Consider personal responsibility involved in setting and reaching goals. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	16. Differentiate between required and optional expenses concerning personal or family budgets.
	C3	17. Evaluate your spending patterns. Design a spending plan that will meet your needs and fit your income.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 45-47,51-54,256-262 <i>Teen Guide</i> 48-54,174-177,186-193	<i>FHA/HERO Handbook</i> 31-33 <i>Life Management</i> 5-10 <i>Ready...Set...Goals!</i> Cambridge <i>Skills for Living</i> Topic 10-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 011.00 - C3:

Analyze resources that affect consumer choices.

OBJECTIVE: 011.04 - C3:

Analyze the use of planning to manage time. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Time Management

Management strategies

Set goals

Set priorities

Use a calendar

Make a schedule

Organize a list

Plan for the
unexpected

Time-wasters

Procrastination

Distractions

Small time segments

The importance of

time-outs for
physical and
mental health

C3

1. Prepare a list of activities and/or chores that are required of you today. Establish a time schedule to accomplish items listed.

C3

2. Determine what is meant by "planning for the unexpected." Give examples (such as a flat tire) of when the "unexpected" affected your routine or time schedule.

C3

3. Prepare a "calendar" listing your activities for a week. Analyze how this listing enables you to visualize your scheduled activities and enhance personal management of time.

C3

4. Investigate why people tend to procrastinate. Recommend strategies to overcome procrastination.

C2

5. Explain how distractions can waste time or perhaps cause accidents. Discuss strategies that would eliminate distractions.

(CONTINUED)

COMPETENCY: 011.00 - C3: Analyze resources that affect consumer choices.

OBJECTIVE: 011.04 - C3: *Analyze the use of planning to manage time. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	6. Recommend meal planning strategies to benefit families who struggle to maintain their goal of eating their evening meal together daily.
	C3	7. Illustrate the use of mathematics in planning a time schedule. Consider dovetailing techniques as you complete this activity. List positive outcomes as a result of following your time schedule.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 248-255 <i>Teen Guide</i> 178-184	<i>Skills for Living</i> Topic 10-1 <i>Teaching the SCANS Competencies</i> <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.01 - C3:

Assess purchasing practices that aid consumers in the marketplace. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Purchasing Practices

Planning purchases

C3

1. Research the psychology of selling and buying. Determine tactics used by sellers and suggest ways to avoid deceptive selling practices.

Know store types

Specialty

Department

Discount

Factory outlet

Alternate shopping

C3

2. Examine newspaper and television advertisements. Classify the products advertised most and least (example; clothing, food, services, entertaining, etc.). Explore reasons why some products are advertised more than others.

methods

Mail-order

Telephone

Direct sales

Television/

remote control

Evaluate merchandise

C2

3. Make a chart showing the advantages and disadvantages of the four types of stores. With the class divided into four groups, discuss the goals and selling strategies of each type store. Draw conclusions concerning the benefits of each type store.

Quality

Price

Suitability

Comparison shopping

Recycling

C3

4. Compare prices of items in mail order catalogs to similar items advertised in the newspaper. Explain reasons for the cost differences.

(CONTINUED)

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.01 - C3:

Assess purchasing practices that aid consumers in the marketplace. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|--|
| C3 | 5. Select a product and compare its price at three or more different stores over a two-week span. Suggest reasons for the price differences and variations. |
| C3 | 6. Explore creative ways to recycle clothing. Choose articles that belonged to your parents, grandparents, or an older adult. Feature these items during an FHA/HERO fashion show. |
| C3 | 7. Examine recycling strategies that could add income or flexibility to the family budget. Motivate (by sharing your ideas) the class/FHA/HERO members/ student body to recycle. |
| C3 | 8. Research the rise to fame of Wal-Mart and K-Mart. What types of problems do these stores face? |
| C3 | 9. Investigate alternate methods of shopping. Evaluate the advantages and disadvantages of each. Share your information with your group. |
| C3 | 10. Apply the steps presented in the video <i>Budgeting and Handling Money</i> to your money management needs. |

(CONTINUED)

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.01 - C3:

Assess purchasing practices that aid consumers in the marketplace. (4 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	11. Consider your needs in selecting the right checking account. Sort through confusing ad claims by using the information presented in the video <i>Checking Accounts: A Guide to Selection and Use</i> .
	C1	12. Identify reasons merchants do not like for consumers to open sealed packages without assistance. State whether you would buy merchandise that has been opened and handled by other consumers.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 281-286,288-294 596-601 <i>Teen Guide</i> 172,210-216,370-372	<i>Budgeting and Handling Money</i> The School Company <i>Checking Accounts: A Guide to Selection and Use</i> Learning Seed <i>Skills for Living</i> Topic 11-1, 22-5 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.02 - C3:

Evaluate advertising techniques that influence teenage consumers. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Advertising

Purpose Advertising techniques Information Image	C3	1. Determine the general purpose of advertising. Share responses with the class.
Media Print Electronic Direct mail Word of mouth Deceptive practices Truth in advertising Evaluation of advertising Peer pressure and advertising	C3	2. Examine a variety of television and magazine advertisements. Indicate, through small group discussion, the targeted audience for the advertisement and why it appeals to that audience.
	C3	3. Evaluate information provided by advertisements. Determine whether specific information was left out or under-emphasized for specific reasons. Share your findings with the class.
	C3	4. Examine the roles that the Federal Communication Commission (FCC) and the Federal Trade Commission (FTC) have on advertising. Explain their usefulness to the consumer.
	C3	5. Role play deceptive advertising practices. Relate the role plays to the impact deceptive advertising has on the consumer. Recommend ways to avoid becoming a victim.

(CONTINUED)

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.02 - C3:

Evaluate advertising techniques that influence teenage consumers. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|---|
| C1 | 6. Identify the role advertising agents play in marketing products. |
| C1 | 7. Protect yourself from being misled into buying high-profit merchandise. Choose to become an intelligent and informed consumer by viewing the video <i>Secrets of Selling: How Stores Turn Shoppers into Buyers</i> . |
| C3 | 8. Present an advertisement of your own design. Allow classmates to evaluate your advertising technique in regard to deceptive practices. |
| C3 | 9. Determine the effects of peer pressure on you as a consumer. Consider the following: Have you purchased products based on the advice of a friend, or as a result of a friend having bought the same product? |

State-Adopted Textbooks <i>Creative Living</i> 272-279 <i>Teen Guide</i> 210-213	Other Resources <i>Secrets of Selling</i> Learning Seed <i>Skills for Living</i> Topic 11-2 <i>Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.03 - C2:

Explain how label information contributes to wise consumer choices. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Label Information

Types of labels

Food

Clothing

Furniture

Appliances

Household cleaners

Categories on labels

Nutritional information

Safety

Accident information

Care instructions

Warranties

C2

1. Discuss the type of information consumers expect to find on labels for the following items: food, clothing, furniture, appliances, household cleaners. Give reasons the information is useful to the consumer.

C1

2. Identify the information that must be provided by a warranty. Recognize whether this information is found on a sample warranty provided by the teacher.

C2

3. Make a summary of the information included on labels and stickers from large items such as refrigerators or ranges. Do you understand how to use the EnergyGuide Label?

C2

4. Discuss what the Care Labeling Act requires of manufacturers.

C2

5. Interpret nutritional information on food labels. Relate its importance in planning diets for individuals with special dietary needs.

(CONTINUED)

COMPETENCY: 012.00 - C3:

Evaluate effective purchasing practices.

OBJECTIVE: 012.03 - C2:

Explain how label information contributes to wise consumer choices. (4 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C2	6. Discuss accident and safety information provided on labels of household chemicals. Call the companies and get helpful information to share with the class. Reword the information into meaningful terms in order to relate to the entire class.
	C2	7. Discuss the Tylenol case and the emergence of the "tamper-resistant" caps.
	C2	8. Interpret the impact governmental laws dealing with safety, health and the environment have had on product labeling.
	C1	9. The Food and Drug Administration (FDA) requires that food additives be included on the food label. State why this demand is helpful to the consumer.
	C1	10. Recognize what information on the food label is helpful in planning meals efficiently.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 277,293,290-381,525 541,648,664 <i>Teen Guide</i> 212,219,312,397,474-475	<i>Skills for Living</i> Topic 11-1 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Consumer Management**

COMPETENCY: 012.00 - C3:

Evaluate responsible purchasing practices.

OBJECTIVE: 012.04 - C3:

Examine rights and responsibilities of the consumer. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Consumer Rights and Responsibilities

Rights	C1	1. State your rights as a consumer.
Responsibilities		Describe the implications of each right.
Honest		
Fair		
Considerate	C2	2. Recognize the impact shoplifting and vandalism have on everyone.
Legislation		List strategies merchants are using to prevent shoplifting. Discuss your feelings on these issues.
Consumer Product		
Safety Act		
Truth-In-Advertising		
Act		
Care Labeling Act	C2	3. Interpret the impact dishonest consumer actions have on stores and honest consumers. Discuss legislation that has come about protecting the rights of consumers.
Handling complaints		
In person		
Letter of complaint		
Consumer advocates	C1	4. Describe the impact Ralph Nader and his group have had on consumer issues.
	C2	5. Specify how to write a letter of complaint concerning an unsatisfactory product or service. Give examples of how you have handled or mishandled previous complaints.
	C3	6. Invite a department store security guard or police officer to speak to FHA/HERO members on the crime of <i>shoplifting</i> .

(CONTINUED)

COMPETENCY: 012.00 - C3:

Evaluate responsible purchasing practices.

OBJECTIVE: 012.04 - C3:

Examine rights and responsibilities of the consumer. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	7. As consumers, we buy much equipment that comes with care instructions and warranties. Recommend organizational strategies to aid the consumer in keeping up with these important documents so that he knows where and how to locate them if the need arises.
	C3	8. Through role playing, state how you would handle, in person, a complaint concerning the following issues: <i>Vehicle that turns out to be a lemon.</i> <i>Article of clothing that has not held up for the price.</i> <i>Perishable food items that spoil prior to the expiration date.</i> <i>A piece of equipment such as a stereo that has already been serviced twice before the warranty is up.</i>

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 296-302,305-310 <i>Teen Guide</i> 217-222	<i>Skills for Living</i> Topic 11-4 <i>Work and Family Supplement</i>

UNIT F
CLOTHING AND FASHION

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.01 - C2:

Interpret appropriate dress for different roles and occasions. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Appropriate Dress

Basic clothing needs

C2

1. Discuss physical, social and psychological aspects of clothing needs. Include considerations for social and economic status.

Physical

Social

Psychological

Factors affecting

clothing decisions

C2

2. List clothing and accessories (include jewelry) that you are presently wearing. Place a star beside each item that would be considered a need. Write the estimated cost beside the items that you did not star. Repeat the same process for those items that you did star. Relate the "needs" total to the "wants" total. Interpret whether your spending for clothing and accessories is in line with your clothing budget.

Needs/Wants

Budget

Self-concept

Personality

Peer pressure

Identity

Status

Climate

Activities

Occasions

Personal appearance

Elements of design

Influence of color

Influences on fashion

C2

3. Interpret what is implied by the expression "He is wearing a *power tie*."

Social trends

Technology

Classics

Fads/trends

C2

4. Discuss with an elderly adult what was appropriate and inappropriate dress during his teen years. Relate that information to appropriate and inappropriate dress of today. Share your findings with the class.

Appropriate dress

Roles

Occasions

(CONTINUED)

COMPETENCY: 013.00 - C3P: Use principles of clothing management.
OBJECTIVE: 013.01 - C2: *Interpret appropriate dress for different roles and occasions. (5 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C2	5. Improve your self-image through your clothing wardrobe. Use the software program <i>Your Ideal Silhouette</i> for females or <i>Suit Yourself</i> for males to identify your body shape and appropriate garment styles.
	C2	6. Discuss the impact peer pressure has on the clothing you or your friends wear. Working in small groups, make a summary of today's hottest items and reasons why they are popular.
	C1	7. Invite a color analyst to the class to illustrate the impact color makes on your appearance. Recognize colors that compliment your personal appearance.
	C2	8. Relate clothing costs to career roles and salaries. Identify careers that demand conservative dress as opposed to those that allow for more creative dress. Discuss your findings.

(CONTINUED)

COMPETENCY: 013.00 - C3P: Use principles of clothing management.
OBJECTIVE: 013.01 - C2: *Interpret appropriate dress for different roles and occasions. (4 days)*

OUTLINE

BEHAVIOR

STRATEGIES

C2

9. Comment on the 1920's fashions. Relate them to social and political changes.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 499-504,507-512,515-519,519,609,612-613, <i>Teen Guide</i> 286-292,294-298,300-305	<i>Skills for Living</i> Topic 19-2 <i>Suit Yourself</i> Meridian <i>Work and Family Supplement</i> <i>Your Ideal Silhouette</i> Meridian

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.02 - C3:

Appraise purchased garments for details of quality. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Buying Strategies

Garment evaluation

C3

1. Ready-to-wear clothing sizes are based on typical body measurements. Select several garments of the same size but from different manufacturers. Determine sizing differences. Which manufacturer(s) tend(s) to be better suited for your figure type?

Proper fit

Fabric qualities

Wrinkling

Pattern

Wearing qualities

Care/upkeep

information

Construction

Seams

C3

2. Appraise fabric quality in purchased clothing by answering the following questions:

Hems

Fastenings

Trims/accessories

Garment style

Cost

Do the wrinkles fall out once the fabric has been crushed in your hand and released?

Does the pattern in the fabric match, line up or go in the same direction?

Does light come through the fabric unevenly when held up to the light?

Can the garment be cared for easily and economically?

Legal aspects of

clothing labels

C1

3. Select a garment from a display without referring to the label; tell how you would care for it. Now read the label. Were you correct? List the importance of care labels in clothing.

(CONTINUED)

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.02 - C3:

Appraise purchased garments for details of quality. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	4. Consider classical clothing styles. Justify why buying quality "classic" clothing is an investment in your wardrobe.
	C1	5. Identify details of quality construction in pants, shirts/blouses, jackets, coats, dresses, and skirts.
	C1	6. Cite examples of purchases you have made that were expensive at the time of purchase but are now considered "well-worth the money." Point to reasons "quality" is better than "quantity" in most situations. State reasons when buying lower quality might be justified.
	C2	7. Identify from watching the video <i>Wardrobe Management</i> how to use a written "list of needs" as a guide to building your wardrobe.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 540-543 <i>Teen Guide</i> 307-312	<i>Skills for Living</i> Topic 19-3 <i>Wardrobe Management</i> Learning Seed <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.03 - C3P:

Examine clothing labels to determine proper care of garments. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Cleaning Clothes

Textile fibers

C3

1. Explore textile fibers commonly used in today's clothing. Research characteristics that tell wear-ability and care for selected fibers. Present your findings to the class.

Common fabrics

Natural

Manmade

Characteristics

Care

Fabric finishes

C3

2. Differentiate among the following types of fabric finishes:

Permanent and durable press

Permanent and durable press

Soil- and oil-repellents

Soil- and oil-repellent

Soil releasing

Soil releasing

Flame retardant

Flame retardant

Clothing care

Recommend uses of clothing for each finish. (Example: child pajamas should be flame retardant).

Removing stains

Sorting clothes

Washing clothes

C3P

3. Experiment with fabric cleaners and stain removers to determine their effectiveness on fabrics. Use

Drying and ironing

natural and manmade fibers in your

Making repairs

experiment.

Dry cleaning

natural and manmade fibers in your

Storage principles

experiment.

C3

4. Research cleaning products and methods used by professional dry cleaners. Determine the feasibility of their use within the home. Relate the impact of technology within the home environment.

(CONTINUED)

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.03 - C3P:

Examine clothing labels to determine proper care of garments. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

5. Demonstrate the use and care of a washer and dryer. Describe the significance of the various cycles, water levels, and temperature controls for a washer. Tell what cycle to use with the dryer based on clothing fiber content.

C3P

6. Collect examples of clothing labels. Evaluate the labels for cleaning instructions and fiber content. Identify warnings, if any, listed with or on the label. Troubleshoot what would happen if the warning was ignored.

C2

7. Specify seasonal care for clothing during off seasons. Relate damages from moth larvae and mildew to poor storage practices.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 587-594 <i>Teen Guide</i> 310-320,362-368	<i>Skills for Living</i> Topic 19-4 <i>Work and Family Supplement</i>

COURSE: Teen Living
 COMPETENCY: 013.00 - C3P:
 OBJECTIVE: 013.04 - C3P:

UNIT: **Clothing and Fashion**
 Use principles of clothing management.
Demonstrate energy conservation in the care of clothing. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Energy Conservation
 in Clothing Care**

Hand washing Line/air drying Water temperature Early removal from dryer Spot removal Fiber content	C3 C1 C3P C3 C2 C1	1. Calculate cost and upkeep of a pair of slacks that are worn and dry-cleaned weekly as opposed to slacks that can be laundered at home. 2. Clothes dryers are big energy users. Specify how to cut back on their drying costs. 3. Experiment with water temperatures and laundry detergents to evaluate their effect on cleaning fabrics. For energy conservation, recommend the use of cold water when the results show little if any difference. 4. Read clothing labels to determine "ease of care." 5. Discuss methods of treating fabrics damaged by mildew, mold, silverfish and moths. Identify susceptible fibers and preventive measures. 6. Recognize the hazards and environmental impact of using specific laundering detergents.
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(CONTINUED)

COMPETENCY: 013.00 - C3P:

Use principles of clothing management.

OBJECTIVE: 013.04 - C3P:

Demonstrate energy conservation in the care of clothing. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

7. Demonstrate how to hand-wash a garment according to the clothing label. Block or reshape if needed. Allow to dry. Press, if required, and store properly until ready to be worn.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 587-595 <i>Teen Guide</i> 362-368	<i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.01 - C3P:

Operate sewing equipment. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

Sewing Equipment

The Sewing Machine

Basic parts
Use and care
Safety
Adjustments

C3P

1. Identify parts of the sewing machine. Demonstrate their use and care. Practice using the sewing machine on a class project.

The Serger

Basic parts
Use and care
Safety
Adjustments

C3

2. Investigate safety precautions for using the sewing machine. Prepare a safety list and post in the classroom.

Sewing tools

Measuring
Cutting
Marking aids

C3

3. Determine how to make minor adjustments on a sewing machine and serger.

Small equipment

Pins
Needles
Pincushion
Thimble

C3P

4. Obtain your "Sewing License" by correctly identifying the parts of the sewing machine and demonstrating its proper use and care.

Pressing equipment

Steam iron
Ironing board
Press cloth

C3P

5. Demonstrate use and care of a serger. Practice using the serger on a class project.

Tailor's ham

C3P

6. Demonstrate use and care of the following pressing equipment: steam iron, ironing board, pressing cloth, and tailor's ham.

(CONTINUED)

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.01 - C3P:

Operate sewing equipment. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

7. Explore technological advances in sewing equipment for home use. Relate costs to "use" time. Without considering personal satisfaction, calculate the amount of sewing you must do to justify the expense of sewing equipment.

C1

8. Identify tools used for measuring, cutting and marking fabrics.

C2

9. Relate the use of mathematic skills to the sewing process.

C3

10. Recommend strategies for organizing and storing manuals and basic information on various sewing equipment you have in your home. Indicate the importance and reasons for having it available.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 554-561 <i>Teen Guide</i> 333-343	<i>Skills for Living</i> Topic 20-4 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.02 - C3P:

Demonstrate standard and serged seam construction. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

Seam Construction

Seam types

Plain

Serged

Others

Seam finishes

Pinked

Stitched-and-
pinked

Zigzagged

Serged

Hemmed

Others

Staystitching

Directional stitching

Clipping and notching

Trimming and grading

C3

1. Consider your potential for creating your own wardrobe. View the video *Suddenly You're Sewing!: Introduction*.

C3

2. Examine purchased items of clothing for the types of seams used in their construction. Recognize decorative and functional seams.

C3

3. Determine the need for seam finishes. Experiment on loosely woven fabrics by finishing one edge and not the other. Launder the sample. Report your observations. Repeat the experiment using a variety of seam finishes. Observe which seam finish is most effective.

C3

4. Investigate sewing techniques that add quality and durability to clothing projects. Include the following: staystitching, directional stitching, trimming and grading, and clipping and notching.

C3P

5. Determine the need for clipping, notching, trimming, and grading seams. Demonstrate their use on a clothing project or fabric samples.

(CONTINUED)

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.02 - C3P:

Demonstrate standard and serged seam construction. (5 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3P

6. Demonstrate the use of the serger in seam construction.

C3P

7. Construct simple pants, shorts, or a skirt as a class project. View the video *Suddenly You're Sewing! Skirts and Pants*. Observe step-by-step instructions. Evaluate your project. Compare the costs of your project to a similar purchased garment. Calculate your savings!

C3P

8. Construct a simple top following the instructions provided in the video *Suddenly You're Sewing! Tops*. Present your completed project in an FHA/HERO fashion show. Include in your presentation the total cost of your top. Compare that cost to a similar top that has been purchased.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 571-575	<i>Skills for Living</i> Topic 22-1
<i>Teen Guide</i> 354-356	<i>Suddenly You're Sewing: Introduction</i> McCall's
	<i>Suddenly You're Sewing: Skirts & Pants</i> McCall's
	<i>Suddenly You're Sewing: Tops</i> McCall's
	<i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.03 - C3P:

*Demonstrate hand and machine hemming.
(5 days)*

OUTLINE	BEHAVIOR	STRATEGIES
Hemming		
Types of hems	C3	1. Examine and evaluate appearance and application of a variety of hems on ready-made garments.
Hand stitched		
Slip stitch		2. Demonstrate how to eliminate extra fullness in a hem allowance.
Catch stitch		
Blind stitch		3. Recommend types and widths of hems for the following: straight lines, a-lines, and circular and full.
Machine stitched	C3P	
Fused		4. Demonstrate marking a hemline with a hem marker or yardstick.
Procedures for applying hems	C3	
	C3P	5. Apply a hand stitched hem to a class project of your choice.
	C3	
	C3P	6. Explore opportunities to apply a machine stitched hem as opposed to a hand stitched hem. Recommend the advantages and disadvantages of both.
	C3P	
	C3P	7. Use fusible webbing to hem fabrics with various weights and different fiber contents. Determine which fabrics accept fusible webbing most satisfactorily.

(CONTINUED)

COMPETENCY: 014.00 - C3P: Perform basic fashion construction procedures.

OBJECTIVE: 014.03 - C3P: *Demonstrate hand and machine hemming. (5 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C2	8. Explain the consequences of hemming a garment made on the bias before it has been allowed to hang for a period of time.
	C3	9. Recommend considerations to be made when hemming clothing for children as opposed to those for adults.
	C3	10. Investigate creative and effective short-term repairs for a hem that was accidentally ripped on the garment you are wearing. Assume you do not have a needle or thread available for this task.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 579-581 <i>Teen Guide</i> 357-361	<i>Skills for Living</i> Topic 22-4 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Clothing and Fashion**

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.04 - C3P:

*Demonstrate simple closure applications.
(5 days)*

OUTLINE

BEHAVIOR

STRATEGIES

Simple Closures

Hook and eyes

Snaps

Velcro

Ribbing

Casings

Closures for people with disabilities

C3P

1. Demonstrate the correct procedure for applying the following types of closures. Recommend where they would work most effectively.

Snaps

Hook and eye

Velcro

Ribbing

C3P

2. Determine where casings can be used on a garment. Demonstrate how to construct a casing to be used for an elastic or drawstring waistline or hem.

C3P

3. Apply ribbing to the neckline, cuffs and/or hem of a shirt. Evaluate your work.

C3

4. Explore types of closures suitable for people with various disabilities. Prepare one example to share with the class.

C3

5. Research types of closures applied to clothing in the past. Report your findings to the class.

(CONTINUED)

COMPETENCY: 014.00 - C3P:

Perform basic fashion construction procedures.

OBJECTIVE: 014.04 - C3P:

*Demonstrate simple closure applications.
(5 days)*

OUTLINE

BEHAVIOR

STRATEGIES

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 582-585 <i>Teen Guide</i> 357-361	<i>Skills for Living</i> Topic 22-3 <i>Work and Family Supplement</i>

UNIT G
LIVING ENVIRONMENTS

COURSE: Teen Living

UNIT: Living Environments

COMPETENCY: 015.00 - C3P:

Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.01 - C2:

Summarize housing needs of individuals and families. (4 days)

OUTLINE

BEHAVIOR

STRATEGIES

Housing Needs

Physical Needs

Shelter

Safety

Psychological Needs

Emotional

Social

Privacy

Self-fulfillment

Intellectual
development

Aesthetic

Self-expression

Factors affecting
housing choices

Size of family

Resources

Special needs of
family members

Location

Housing availability

Rent or Buy?

C2

1. Outline specific needs met by the home environment. Identify with other classmates the differences on your list. Recognize how differences of family type, culture and life style affect the list.

C2

2. Feeling safe is a basic human need. Discuss news articles that deal with injuries or deaths due to unsafe living conditions. Summarize public reactions and legal issues that evolved from these situations.

C2

3. Discuss the impact technology has had on home safety. List and describe safety devices commonly found in the home.

C2

4. Write the ending to the statement "A home is a place where

_____." Share responses with classmates.

C2

5. Interpret how an individual's goal for identity affects housing choices.

(CONTINUED)

COMPETENCY: 015.00 - C3: Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.01 - C2: *Summarize housing needs of individuals and families. (4 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C2	6. List activities outside the home involving you and other family members. Point on a local map to where these activities occur. Tell whether or not your home is conveniently located to meet the needs of your family. Discuss why location is a key factor in selecting a home.
	C1	7. Describe how you have used self-expression to decorate space within your home. Identify compromises made when your ideas for self-expression differed from those of other family members. If there were a problem, list the steps you took to solve it.
	C2	8. Physical disabilities affect housing needs. Outline specific needs or adaptations necessary to make a home accessible for all types of people. Select magazine illustrations to share with the class.

(CONTINUED)

COMPETENCY: 015.00 - C3: Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.01 - C2: *Summarize housing needs of individuals and families. (4 days)*

OUTLINE

BEHAVIOR

STRATEGIES

C2

9. Explain special housing needs encountered with the following family situations: (If applicable, relate your own special housing needs to this activity.)

Teenage pregnancy in which the mother chooses to keep the baby.

Aging grandparent that is ill and must live with your family for an extended time.

Adult child who must return home after being on his own since graduating from college. This return could be due to job loss, divorce, health, etc.

Family member who becomes physically disabled - confined to a wheel chair.

C1

10. List reasons some people choose to rent rather than purchase their home.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 620-628 <i>Teen Guide</i> 231-240	<i>Skills for Living</i> Topic 23 <i>The Accessible Housing Design File</i> BFE <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Living Environments**

COMPETENCY: 015.00 - C3:

Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.02 - C2:

Explain how satisfaction is influenced by the organization of living space. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Organization of Living Space

Planning use of space

Floor plan

Traffic patterns

Furniture arrangement

Activities

Types of space

Storage

Private

Multiple use

Shared

Personalizing space

Special needs of the
handicapped

Creative ways to solve
space problems

C2

1. Summarize general furniture arranging principles. Relate these principles to various illustrations of room arrangements provided by your teacher. Make general statements about arranging furniture to meet your own personal/family needs.

C1

2. Pick out specific areas within the home where accidents such as "stumping your toes" seem to happen. Is there a problem with the traffic path? Describe ways to alleviate the problem(s). Share ideas with family members.

C2

3. Outline basic concepts in furniture arrangement and traffic paths that enable accessibility for specific disabilities.

C1

4. State differences among the following types of space in a home: storage, multiple use, private, and shared.

C2

5. Specify how individuals personalize space. Illustrate with photos or cutouts from magazines.

(CONTINUED)

COMPETENCY: 015.00 - C3: Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.02 - C2: *Explain how satisfaction is influenced by the organization of living space. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C2	6. Brainstorm creative ideas to solve storage problems. Transform one idea into a class or home project. When completed, summarize your success.
	C2	7. Discuss with your class or group how space can be successfully shared within a home. Restate the outcomes of your discussion with family members.
	C2	8. Explain your reactions to a surprise guest/visitor when your room is a real mess. To avoid this embarrassment from happening again, list strategies or helpful hints for getting and staying organized.

State-Adopted Textbooks <i>Creative Living</i> 629-635 <i>Teen Guide</i> 249-261	Other Resources <i>Skills for Living</i> Topic 24-3 <i>Work and Family Supplement</i>
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COURSE: Teen Living

UNIT: **Living Environments**

COMPETENCY: 015.00 - C3:

Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.03 - C3:

Consider the influence of design on living space. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
Design and Living Space		
Function and aesthetics	C2	1. Discuss the difference between function and aesthetics. Apply this knowledge to the decorating of a home.
Elements of design		
Line		
Color		
Texture		
Form	C1	2. Define the following elements of design: line, color, texture, form and space. With examples provided by your teacher, state how each element of design is illustrated.
Space		
Principles of design		
Harmony/Unity		
Balance		
Emphasis		
Rhythm	C3	3. Define each principle of design: harmony, balance, emphasis, rhythm, proportion, and scale. Recognize their use in making living space pleasing and comfortable. Using examples provided by the teacher, determine why a room is pleasing to the eye. Is it because of harmony? balance? etc? Share responses.
Proportion		
Scale		
Accessories		
	C3	4. Examine various color combinations. Indicate how certain colors are used to create specific moods when decorating living environments.

(CONTINUED)

COMPETENCY: 015.00 - C3:

Analyze living space in relation to individual and family needs.

OBJECTIVE: 015.03 - C3:

Consider the influence of design on living space. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C3

5. Consider the effect of color on your living space. View the video *Color in Everyday Life* to assist you in using color effectively.

C1

6. Describe the impact lighting plays on a room and its appearance. Tell the differences among with natural, incandescent, and fluorescent lighting.

C1

7. Accessories add a personal touch to a room. With the use of catalogs, choose accessories for one room in your home. Tell what the total cost of these items would be if you purchased them.

C2

9. Invite an interior designer to class. Recognize how he uses the principles and elements of design to create a pleasing environment for his clients. Discuss career opportunities in this field.

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 636-643 <i>Teen Guide</i> 243-252	<i>Color in Everyday Life</i> Learning Seed <i>Skills for Living</i> Topic 24-1,2 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Living Environments**

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.01 - C3P:

Demonstrate methods of caring for living space. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Caring for Living Space

Routine Care

Daily

Weekly

Specific rooms

Kitchen

Bathroom

Living and

sleeping rooms

Entrances

Hallways

Storage rooms

Garage

Outdoors

Home care strategies

Schedules

Task analysis

Task alternation

Preventive maintenance

Home-care products

Uses

Safety precautions

C1

1. Describe the differences between daily and weekly care of the home. Recognize the impact personal cleaning standards will have on your cleaning routines.

C3

2. Justify the importance of bathroom sanitation. Recommend appropriate cleaning supplies for the various surfaces found in a bathroom. Consider cost, effectiveness, and their impact on the environment.

C3

3. Develop a work schedule for your bedroom care and maintenance. Use the principles of task analysis and alternation. Relate this activity to the caring for and maintaining of a home.

C3P

4. Demonstrate kitchen maintenance procedures for the following: counters, dishwasher, exhaust system, refrigerator/freezer, microwave oven, range, fire extinguisher, smoke detector, etc.

(CONTINUED)

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.01 - C3P:

Demonstrate methods of caring for living space. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

- | | |
|----|---|
| C1 | 5. Recognize the importance of preventive maintenance in the home. Describe preventive maintenance jobs performed within your household. |
| C1 | 6. List helpful hints to cut down on the tracking of dirt inside. Choose examples of your ideas from magazines to share with the class. |
| C1 | 7. Recognize the symbol created and used by the Hardwood Institute indicating real wood (concentric circular design - looks like a cross-section of a tree). State how most wood furniture requires special care. |
| C1 | 8. Specify how to use and store safely cleaning chemicals. Identify hazards related to mixing specific cleaning chemicals. Tell how to handle emergencies caused by the identified hazards. |

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 644-651 <i>Teen Guide</i> 262-267	<i>Clean and Green</i> <i>Skills for Living</i> Topic 25-1 <i>The Smart Kitchen</i> 108-109 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Living Environments**

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.02 - C3:

Troubleshoot home safety practices. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Home Safety Practices

Prevention of common accidents

C3

1. Recommend strategies to prevent the following common accidents in the home:

Falls

Falls

Cuts

Cuts

Poisoning

Poisonings

Fire

Electrical shocks

Electrical shocks

Fires

Emergency procedures

C1

2. Invite a guest speaker to present emergency first aid procedures to your class. From the presentation specify how to treat victims of various types of injuries.

First-aid kit

Home fire drills

Home safety checklist

Choking

Equipment and

appliance safety

C3

3. Write a list of appropriate phone numbers to use in emergency situations. Share this information with your family.

C1

4. List items to be included in a home first-aid kit. If your family does not have a first-aid kit, choose to prepare one for use in an emergency.

C3

5. Is your home safe? Cite potential hazards within your home. Write a home safety checklist to share with the entire family.

(CONTINUED)

COMPETENCY: 016.00 - C3P: Determine how families find satisfaction with their living space.

OBJECTIVE: 016.02 - C3: *Troubleshoot home safety practices. (3 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3P	6. Demonstrate how to store safely medicines and cleaning supplies within the home.
	C1	7. Identify poisonous agents typically found around the home. State the recommended medical treatment for specific poisonous agents. Give classmates the poison control phone number.
	C3	8. Determine the importance of lighting as it relates to home safety.
	C3P	9. Demonstrate how to perform the Heimlich maneuver on choking victims.
	C1	10. Recognize safety standards and symbols for home equipment and appliances. Describe built-in features for specific equipment and appliances.

(CONTINUED)

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.02 - C3:

Troubleshoot home safety practices. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

C1

11. Note the terms "recyclable," "degradable," or "ozone friendly" on labels of household items such as dish detergents and furniture polishes. Identify how safe they actually are for the environment. Call 1-800-424-9346 and get a free brochure called "Green Advertising Claims."

State-Adopted Textbooks	Other Resources
<i>Creative Living</i> 652-658 <i>Teen Guide</i> 267-273	<i>Clean and Green</i> Federal Trade Commission/ Environmental Protection Agency <i>Skills for Living</i> Topic 25-2 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Living Environments**

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.03 - C3:

Recommend energy conservation techniques in the home. (3 days)

OUTLINE

BEHAVIOR

STRATEGIES

Energy Conservation

Types of energy

C1

1. Identify common types of energy used to heat and cool a home. Note the types that are considered energy efficient. Tell how they impact the environment.

Electricity

Gas

Oil

Wood

Solar

Responsible usage of energy

C3

2. Determine the advantages and disadvantages of solar energy for heating the home and water used within the home. Invite a guest speaker to class to address this topic.

Heating

Cooling

Lighting

Appliances/equipment

Gas

Water

Energy conservation

C3

3. Determine how the energy costs are managed within your home. Document innovative management techniques peculiar to your family. Include energy conservation. Share ideas with the class.

Winter months

Summer months

C3

4. Consider the impact insulation has made on modern homes and energy costs. Interview an elderly adult about his childhood experiences of keeping warm during the winter. Share findings with the class. Learn more about insulation, its purpose, different types, and the meaning of "R" value.

(CONTINUED)

COMPETENCY: 016.00 - C3P:

Determine how families find satisfaction with their living space.

OBJECTIVE: 016.03 - C3:

Recommend energy conservation techniques in the home. (3 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	5. Compare Energy-Guide Labels on large appliances. Determine information about energy saving features. Share your findings with the class.
	C1	6. Recognize the impact leaking faucets have on water consumption. Invite a guest speaker to demonstrate the repair of a leaky faucet.
	C3	7. Recognize the difference between an incandescent and fluorescent bulb. Is one more energy efficient than the other? Recommend usage for both.
	C2	8. Explain what is meant by weatherstripping. Illustrate how and where it can be applied as an energy conservation measure.

State-Adopted Textbooks	Other Textbooks
<i>Creative Living</i> 660-666 <i>Teen Guide</i> 241-242	<i>Skills for Living</i> Topic 25-3 <i>Work and Family Supplement</i>

UNIT H
LEADERSHIP AND CITIZENSHIP

COURSE: Teen Living

UNIT: **Leadership and
Citizenship**

COMPETENCY: 017.00 - C3P:

Work with others informally to accomplish group goals.

OBJECTIVE: 017.01 - C3P:

Use information to determine group action. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Use Information

Acquire and evaluate
Organize and maintain
Interpret and
communicate
Written
Oral
Graphic
Pictorial
Multi-media form
Process information with
computers

C2

1. Relate the FHA/HERO planning process and symbols as one organizational method for using information to determine group action. The steps are the following:
Identify Concerns
Set goals
Form a plan
Act on a plan
Follow-up

C3

2. Through a suggestion box or similar method, collect ideas for a group service project. Evaluate the ideas and select one to use as an FHA/HERO project that addresses a student need.

C3P

3. Use the computer to maintain and process information for group activities and projects.

C3P

4. Plan and carry out an earth-friendly project through FHA/HERO. Base your selection on the general consensus of the organization.

(CONTINUED)

COMPETENCY: 017.00 - C3P: Work with others informally to accomplish group goals.

OBJECTIVE: 017.01 - C3P: *Use information to determine group action. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	5. Use who, what, why, when, where, and how in determining group action for a project. Consult the peer education program titled <i>Student Body</i> for assistance in forming a plan of action.
	C3P	6. Present the results of a group project using two or more of the following methods in your presentation: oral, written, graphics, pictorial, or multi-media. Accomplish this task through an FHA/HERO competitive event.
	C3P	7. Plan and implement a group project that promotes community spirit and raises funds for a charitable event.
	C3	8. Develop a filing system for storing information on FHA/HERO activities and projects. Use this information for planning and evaluating future projects.

(CONTINUED)

COMPETENCY: 017.00 - C3P:

Work with others informally to accomplish group goals.

OBJECTIVE: 017.01 - C3P:

Use information to determine group action. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	9. Critique the video <i>The Tough Decisions: How to Make Them</i> . Determine how to apply this information to accomplishing group goals.

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>FHA/HERO Chapter Handbook</i> 15-27 <i>Student Body</i> 6-20 <i>Skills for Living</i> Chapter 3-4 <i>Teaching the SCANS Competencies</i> <i>The Tough Decisions: How to Make Them</i> Sunburst <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Leadership and
Citizenship**

COMPETENCY: 017.00 - C3P:

Work with others informally to accomplish group goals.

OBJECTIVE: 017.02 - C3P:

Use interpersonal communication skills to accomplish group goals. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Interpersonal
Communication Skills**

Team members

C3

1. Examine leadership styles such as autocratic, democratic, and laissez-faire. Determine the most effective style(s) for your FHA/HERO organization.

Leaders

Leadership styles

Autocratic

Democratic

Laissez-faire

Followers

C3

2. Interview several different school leaders and determine leadership styles.

Skills

Serving clients/
customers

Collaborating/
negotiating

Working with diverse
people

Administration
Custodial Staff
Cafeteria Staff
Student Leaders

C3

3. Analyze why the following traits enhance leadership skills:

Loyalty Sensitivity
Patience Impartiality
Sense of Humcr
Democratic Attitude

Can you identify other qualities you feel are important for quality leadership?

C3

4. Employ basic communication skills to manage a group activity. Include the following: listening, speaking, writing, and reading.

(CONTINUED)

COMPETENCY: 017.00 - C3P:

Work with others informally to accomplish group goals.

OBJECTIVE: 017.02 - C3P:

Use interpersonal communication skills to accomplish group goals. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	5. Develop a conflict resolution team/committee. Develop strategies that will assist groups or individuals in working through a conflict situation. Role play conflict situations to develop effective strategies.
	C3P	6. Explore problems encountered by teens/teen parents. Create an awareness campaign within your school/community to provide information and tips on dealing with stressful situations in everyday living. Through FHA/HERO, explore possible solutions to the problems.
	C3	7. Determine similarities and differences of individuals within your FHA/HERO organization. Use activities such as <i>Honoring Differences</i> or <i>United Now in Togetherness</i> to accomplish this goal. Refer to the <i>Winner's Circle: Yes I Can!</i> or NC-FHA/HERO state projects for directions.

(CONTINUED)

COMPETENCY: 017.00 - C3P: Work with others to accomplish group goals.

OBJECTIVE: 017.02 - C3P: Use interpersonal communication skills to accomplish group goals. (2 days)

OUTLINE	BEHAVIOR	STRATEGIES
	C3	8. View the video <i>How People are Different</i> . Recommend how to use peoples' differences in accomplishing group goals.
	C3	9. Design a telephone <i>hotline</i> service in which disgruntled students can call and sound off. Demonstrate an understanding of the student calling and his situation.
	C3	Recommend positive methods of being assertive in group activities after viewing the video <i>Be Your Best Self: Assertiveness Training</i> .

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i> 153-154, 313	<i>Be Your Best Self: Assertiveness Training</i> Sunburst <i>FHA/HERO Chapter Handbook</i> 79-90 <i>How People are Different</i> The School Co. 1991 <i>Leadership Development</i> 8-11 <i>Learn, Grow, Become</i> 123-172 <i>Skills for Living</i> Chapter 3-4 <i>Student Body</i> FHA <i>The Winner's Circle: Yes I Can</i> 120-121 <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Leadership and
Citizenship**

COMPETENCY: 017.00 - C3P:

Work with others informally to accomplish group goals.

OBJECTIVE: 017.03 - C3P:

Manage resources to achieve group goals. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Resource Management

Allocation of resources

C3

1. Construct a time-line for an FHA/HERO service project.

Time

Money

Material and facility

C3

2. Examine potential FHA/HERO projects. Estimate the time required to complete a project. Consider using computer software to help plan the project, work schedule and time-lines.

Human

Management of resources

Planning

Controlling/using

Evaluating

C3

3. Using a service project selected by FHA/HERO members, prepare a budget, including cost and revenue forecasts. Keep detailed records to track budget performance. Make appropriate adjustments as needed.

C3P

4. Prepare refreshments for an FHA/HERO meeting. If possible, use food and supplies already in inventory. Demonstrate the *First In First Out and Just In Time* inventory systems. Request additional supplies as needed for preparation of refreshments.

(CONTINUED)

COMPETENCY: 017.00 - C3P: Work with others to accomplish group goals.

OBJECTIVE: 017.03 - C3P: *Manage resources to achieve group goals. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3P	5. Use a software package to create and design an FHA/HERO document that includes narratives and graphics.
	C3P	6. Carry out an FHA/HERO project using available human resources. Develop a staffing plan after assessing knowledge and skills of members. This product may be achieved through surveys or interviews. Write job descriptions for tasks. Encourage member participation. Conduct a performance evaluation at the completion of the project. Consider using one of the NC-FHA/HERO State/National Projects.
	C3	7. Develop a fund-raising project for FHA/HERO. Select a project suitable to available human resources. Construct time-lines and staffing plans. Conclude with a performance evaluation.

(CONTINUED)

COMPETENCY: 017.00 - C3P: Work with others to accomplish group goals.

OBJECTIVE: 017.03 - C3P: *Manage resources to achieve group goals. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3	8. Develop an FHA/HERO organizational plan to include the selection of officers, committees and teams.
	C3	9. List all the expenses you and two or more friends have on a regular basis - weekly, monthly, etc. Categorize the list such as lunch, school supplies, clothing, etc. Develop a work sheet that could be used by teens throughout your school in helping to determine and plan for financial needs. Write an article for the school paper about this activity and include the work sheet and an explanation on how it can be used.

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>FHA/HERO Chapter Handbook 75-79</i> <i>Financial Fitness 25-33</i> <i>Skills for Living Chapter 3-4</i> <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Leadership and
Citizenship**

COMPETENCY: 018.00 - C3P:

Use parliamentary law to accomplish group goals.

OBJECTIVE: 018.01 - C3:

Examine organizational rules. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

Rules

Charters

Constitution and/or
by-laws, rules of
order, and standing
rules

Rituals and symbols

C3

1. *What is FHA/HERO?* Examine symbols, rituals, mission, and purposes of this youth organization. Determine the benefits of being a member. Play "FHA-GO" to test your knowledge!

C3

2. Research the charter of your FHA/HERO chapter.

C3

3. Differentiate among constitution, by-laws, rules of order, and standing rules.

C3

4. Explore various organizations to determine the following:

Is it a school or community organization?

How are they affiliated - local, state, national?

Do these organizations involve youth?

How are these organizations similar? Different?

How do they benefit members? Schools? Community?

How do you become a member?

What are the advantages of being a member of this organization?

(CONTINUED)

COMPETENCY: 018.00 - C3P: Use parliamentary law to accomplish group goals.

OBJECTIVE: 018.01 - C3: *Examine organizational rules. (2 days)*

OUTLINE

BEHAVIOR

STRATEGIES

- C3 5. Consider why you would like to become a member of an organization. Membership is a personal choice. Examine reasons to join an organization such as the following:
- A sense of belonging
 - Expanded opportunities
 - Recognition
 - Opportunities for self-expression
 - Support for a belief or cause
- C3 6. Examine the rules in FHA/HERO. Compare them to another school organization such as the student government association. Compare their differences and commonalities.
- C3 7. Justify why social organizations have mission statements, rituals, and symbols.
- C3 8. Examine the FHA/HERO emblem by using the emblem ceremony.

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>FHA/HERO Chapter Handbook 97-105</i> <i>Skills for Living Chapter 3-4</i> <i>Work and Family Supplement</i>

COURSE: Teen Living

UNIT: **Leadership and
Citizenship**

COMPETENCY: 018.00 - C3P:

Use parliamentary law to accomplish group goals.

OBJECTIVE: 018.02 - C3P:

Demonstrate handling organizational business. (2 days)

OUTLINE

BEHAVIOR

STRATEGIES

**Organizational
Business**

Parliamentary procedure
Vocabulary
Purpose and principles
Agenda
Motions
Voting

C1

1. Identify basic vocabulary used with parliamentary procedure.

C3

2. Investigate how parliamentary procedure provides an orderly system for accomplishing organizational business. Explain how it protects the rights of its members. In your explanation show the following: the right of the minority, the rule of the majority, and partiality to none.

C2

3. Discuss the four basic principles of parliamentary law:
1. Courtesy and justice for all
2. One item of business at a time
3. The minority must be heard
4. The majority must prevail

C3P

4. Apply the various methods of voting in parliamentary law during an FHA/HERO meeting.

(CONTINUED)

COMPETENCY: 018.00 - C3P: Use parliamentary law to accomplish group goals.

OBJECTIVE: 018.02 - C3P: *Demonstrate handling organizational business. (2 days)*

OUTLINE	BEHAVIOR	STRATEGIES
	C3P	5. Demonstrate the steps for making and processing a motion.
	C3P	6. Use parliamentary procedure throughout organizational meetings. When possible, practice using it during class activities.
	C3P	7. To assist with organization, set a time frame and establish FHA/HERO meeting goals. Prepare an agenda. Evaluate its effectiveness.

State-Adopted Textbooks	Other Resources
<i>Creative Living Teen Guide</i>	<i>FHA/HERO Chapter Handbook 57-58,67-74</i> <i>Robert's Rules of Order Newly Revised</i> <i>Skills for Living Chapter 3-4</i> <i>Work and Family Supplement</i>

LIST OF RESOURCES

RESOURCES

STATE-ADOPTED TEXTBOOKS

Foster, Josephine A., Ph.D., M. Janice Hogan, Ph.D., Bettie M. Herring, Ph.D. and Audrey G. Gleseking-Williams, Ph.D. Creative Living: Basic Concepts in Home Economics. Mission Hills: Glencoe/McGraw-Hill, 1990.

Chamberlain, Ph.D., C.H.E., Valerie M. Teen Guide. Mission Hills: Glencoe/McGraw-Hill, 1990.

OTHER BOOKS

The American Experience. 2nd ed. Englewood Cliffs: Prentice-Hall, Inc., 1991.

Barrier Free Environments. The Accessible Housing Design File. New York: Van Nostrand Reinhold, 1991.

Berthold-Bond, Annie. Clean and Green. Woodstock, New York: Ceres Press, 1990.

Child Development: Roles, Responsibilities, Resources. Englewood Cliffs: Prentice-Hall, Inc., 1990.

Craig, C.H.E., Betty L. and Joyce B. Miles, C.H.E. Careers in Home Economics. Saint Paul: EMC Publishing, 1992.

Feldman, David. When Do Fish Sleep? New York: Harper and Row, 1990.

_____. Why Do Clocks Run Clockwise? New York: Harper and Row, 1988.

Future Homemakers of America, Inc. FHA/HERO Chapter Handbook. 1910 Association Drive, Reston, Virginia, 1991.

Future Homemakers of America, Inc. Financial Fitness: A Teen Peer Education Program of Future Homemakers of America, Inc. 1910 Association Drive, Reston, Virginia, 1987.

Future Homemakers of America, Inc. Student Body: A Teen Peer Education Program of Future Homemakers of America, Inc. 1910 Association Drive, Reston, Virginia, 1991.

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Hamilton, Eva May Nunnelley, Eleanor Noss Whitney, and Frances Sienkiewicz Sizer. Nutrition: Concepts and Controversies. 5th ed. St. Paul: West Publishing Company, 1991.

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Parnell, C.H.E., Frances Baynor. Skills for Living. South Holland, Ill.: The Goodheart-Willcox Company, 1994.

Prentice Hall Literature: Silver. 2nd ed. Englewood Cliffs: Prentice-Hall., 1991.

Robert, General Henry M. Roberts' Rules of Order Newly Revised. New York: William Morrow and Company, Inc., 1991.

Rosser, Caroline Spang. Planning Activities for Child Care. South Holland, Ill.: The Goodheart-Willcox Company, Inc., 1993.

Shinn, George. Leadership Development. 2nd ed. New York: Gregg Division/McGraw-Hill Book Company, 1986.

Silverstein, Shel. The Giving Tree. New York: Harper and Row, 1964.

United States. Dept. of Labor. Superintendent of Documents Teaching The SCANS Competencies. Washington: GPO, 1993.

BOOK SERIES

The Need to Know Library. New York City: The Rosen Publishing Group, Inc.

Everything You Need to Know About. . .

Ayer, Eleanor H. Teen Marriages. 1990.

Bratman, Fred. When a Parent Dies. 1992.

Bouchard, Elizabeth. Sexual Harassment. 1992.

Glassman, Bruce. Growing Up Male. 1991.

_____. StepFamilies. 1991.
Hammerslough, Jane. Teen Motherhood. 1992.
Hughes, Tracy. Teen Pregnancy. 1992.
Johnson, Linda Carlson. Your Parents' Divorce. 1992.
Kahaner, Ellen. Growing Up Female. 1991.
Keyishian, Elizabeth. Smoking. 1993.
Kolyer, Diane. Dating. 1993.
Licata, Renora. Anger. 1992.
Manacini, Richard E. Living With a Single Parent. 1992.
Mernit, Susan. Changing Schools. 1992.
Palmer, Ezra. Discrimination. 1990.
Spies, Karen B. Grieving. 1993.
_____. Incest. 1992.
Stark, Evan. Family Violence. 1991.
_____. Sexual Abuse. 1991.
Taylor, Barbara. Aids. 1992.
_____. Alcohol. 1993.
Thomas, Alicia. Self-Esteem. 1991.

Nunley, Mary E. Craig. The Food Lab Program Series. Belmont, CA.:
Fearon/Janus/Quercus, 1993.

The Food Lab Program . . .

Breads

Cooking Basics

Dairy Foods

Desserts

Fruits, Vegetables, and Salads

Protein Foods

COMPUTER SOFTWARE

Chef's Accountant. Computer Software. Online Search, 1991. IBM.

Cholesterol Countdown: Control Your Cholesterol. Computer Software. Learning
Seed, 1989. Apple II.

Diet Balancer. Computer Software. Nutridata Software Corporation, 1991. IBM.

Florin, Gail. Your Ideal Silhouette: Body Proportion Analysis. Computer Software.
Meridian Education Corporation, 1991. IBM.

_____. Suit Yourself. Computer Software. Meridian Education Corporation, 1991.
IBM.

The Food Processor II, Plus Version. Computer Software. ESHA Research, 1990.
IBM.

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MAC/IBM.

Hill, III, George D., Susan Hinton, and Matthew Von-Maszewski. Quicken.
Computer Software. Intuit, 1992. MAC/IBM.

PC Globe 5.0: The New World Order. Computer Software. Broderbund Software,
Inc., 1992. IBM.

VIDEOS

Listed below are the vendors for videos and the item/series available from each.

Cambridge Career Products
P.O. Box 2153
Charleston, West Virginia 25328

Child Safety at Home 1992
Eating for Two 1992
Kids, Raising Kids? 1992
Kids Having Kids 1992
Ready...Set...Goals 1992
What's Eating You? 1992

Human Relations Media
175 Tompkins Avenue
Pleasantville, New York 10570

Teenage Crisis: The Fateful Choice 1993
The Job of Your Life: The Reality of Teen Parenthood 1991
What is Your Coping Style? 1991

KidSafety of America
Chino Hills, California

Child Safety at Home 1992 (can also be ordered through Cambridge
Career Products)

Learning Seed
330 Telser Road
Lake Zurich, Illinois 60047

A Child Grows: The First Year 1993
Checking Accounts: A Guide to Selection and Use 1993
Color in Everyday Life 1993
Communication Breakdown: A Repair Guide 1992
Food and Fat 1993
Manners at Work 1990
Secrets of Selling: How Stores Turn Shoppers Into Buyers 1993
Wardrobe Management 1993
Working Parents: Balancing Kids and Careers 1993
Your Place in the Family 1991

The McCall Pattern Co.
Education Department 9119
615 McCall Road
Manhattan, Kansas 66502-9990

Suddenly You're Sewing with Daphne Maxwell Reid and McCall Pattern Series
(1992)

Suddenly You're Sewing: Introduction
Suddenly You're Sewing: Skirts & Pants
Suddenly You're Sewing: Tops

The School Company, Inc.
P.O. Box 5379
Vancouver, Washington 98668

Budgeting and Handling Money 1992
Introduction to Kitchen Safety: Disasters Waiting to Happen 1992
The Parenting and Human Development Video Series (1990)
Living the Life of a Child
Living the Life of a Pre-Schooler
Living the Life of a Teen
Living the Life of a Teen Parent
Living the Life of a Toddler

Understanding Who You Are: The Personality Video Series (1991)

How People Are Different

Who Am I?

Peer Pressure - Why Are All My Friends Staring At Me?

Personality and Values - What Is Important To You?

Personality At School - School Is Great ... It's The Teachers I Can't Stand!

Personality in Conflict With Others: Why Does This Person Drive Me Nuts?

Personality In Love - Is the Opposite Sex Strange Or Am I From A Different Planet?

Personality in the Family - Who's the Boss?

Personality On the Job - Why People Work

Self-Esteem - I Would Be Perfect If Only I Didn't Have This Zit!

The Video Basics of Family and Parenting Relationships: The Family Formula Series (1992)

Introduction to Family

Introduction to Parenting

Toddler Self-Esteem: I'm Ok...What's Your Problem

Childhood Self-Esteem: Notice Good From No-Good

Teen Self-Esteem: The Right Rites of Passage

Discipline In The Family: When I Was Your Age

Basic Family Communication Styles: Trying To Talk To Parents Who Talk At You

Sunburst Communications, Inc.

39 Washington Avenue

P.O.Box 40

Pleasantville, New York 10570-9971

Be Your Best Self: Assertiveness Training 1990

Building Self-Confidence: Communication Module 1990

Career Exploration of the 90's

Communication: The Person To Person Skill 1990

Families in Trouble: Learning to Cope 1990

Getting Along: Conflict Resolution 1990

Refusal Skills for Teens Under Pressure 1991

Teenagers, Stress, and How to Cope 1992

Teens in Changing Families: Making it Work 1989

Teen Parent Conflict: Making Things Better - Communications Module 1990

The Tough Decisions: How to Make Them - Communications Module 1990

When Things Get Tough: Teens Cope with Crisis - Communications Module 1990

INFORMATION/INSTRUCTIONAL KITS

Oklahoma State. Mid-America Vocational Curriculum Consortium, Inc. Impact of Technology on the Family. Stillwater: Oklahoma Department of Vocational-Technical Education, 1992.

Resource Journal on Teenage Pregnancy and Prevention. CHE Grant. Principal Investigator, Rosa S. Purcell, Ph.D. North Carolina Department of Public Instruction, Vocational and Technical Services, 1992.

Work and Family Supplement. CHE Grant "The Correlation Between Family Skills and Work Skills: Program Development Phase." Principal Investigator, Parnell, C.H.E., Frances Baynor. North Carolina Department of Public Instruction, Vocational and Technical Services, 1993.