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ENHANCING COMMUNICATION SKILLS
THROUGH FAMILY AND CONSUMER SCIENCES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Ellen Derby Gordon

June 2002

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Approved by:


Joseph A. Scarcella, Ph.D., First Reader

4/19/02
Date


Ronald K. Pendleton, Ph.D., Second Reader

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ABSTRACT

Educators are being pressured by politicians and the community at large to prove that students are prepared for the challenges of today's society. The current emphasis is a standards-based curriculum, particularly in the traditionally academic areas: language arts, mathematics, science, and social science. As students are required to spend more time in these core areas, many elective classes are in danger of elimination. It is crucial, therefore, that politicians and school administrators realize the role career and technical education, specifically family and consumer sciences, plays in preparing students for life. It is in these classes that students apply the skills learned in core classes to real-life situations, thereby realizing the significance of their academic training. It is here, too, that students from varied cultural backgrounds and learning abilities embark on the road to life-long learning as they prepare themselves for both college and career.

The purpose of this project was to illustrate and provide examples of how writing techniques and communication skills learned in English-language arts classes are utilized in family and consumer sciences curriculum. A handbook of suggested activities was

developed that includes examples of various types of writing used to convey FCS concepts, including description, reflection, analysis, and persuasion. Activities encouraging communication skills were included, as well as ideas for creative books. Following each section of the handbook, specific California state standards for English-language arts addressed while meeting family and consumer sciences content area standards were listed. This handbook provides evidence that family and consumer sciences is a vital part of a standards-based program.

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DEDICATION

To my husband, Bernie, who was so patient and understanding during the formation of this project in spite of my neglect and grouchiness.

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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed, followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

Although family and consumer sciences courses are elective for both middle and high school students, they serve an important role in supporting all academic subjects. Concepts learned in academic areas are utilized in family and consumer sciences classes and applied to real life situations, thus allowing students to see the benefits of improving their academic skills. Students from varied cultural backgrounds and learning abilities successfully participate in FCS classes; and the skills gained prepare them for both college and career, equipping them for a lifetime of learning.

With concern for students' inadequate academic performance, both politicians and school administrators

are placing emphasis on student performance in the academic areas, using standardized testing to measure student achievement. Currently, in California, the Standardized Testing and Reporting (STAR) Program and California High School Exit Examination (CAHSEE) are being used as indicators (California Department of Education [CDE], 1998, 2001; Stone & Slater, 2001). School districts are already eliminating electives from course curriculum and replacing them with more traditionally academic courses (Reinolds, 2001; Gulati, 2000). While some school administrators view family and consumer sciences classes as merely electives to fill a student's schedule, in truth, these classes utilize knowledge gained in the academic areas and serve to motivate students in all areas of education. It is through these and other career and technical education courses that students realize a need for proficient reading, writing, and mathematical skills.

Purpose of the Project

The purpose of the project was to validate the role of family and consumer sciences in supporting academic studies through the development of a series of activities that incorporate communication skills in family and consumer sciences classes.

Significance of the Project

Unless education administrators and the public in general are aware of the supporting and motivating impact career and technical education disciplines (specifically, for this project, family and consumer sciences) have on the academics, these classes are in danger of being eliminated from the school system. This project illustrated how family and consumer sciences classes utilize communication and writing skills in their curriculum, providing ideas and strategies for teachers.

Assumptions

The following assumptions were made regarding the project:

1. It was assumed that school officials are currently placing emphasis upon student performance in the academic areas.
2. It was assumed that family and consumer sciences classes provide opportunities to utilize skills obtained in the academic areas.
3. It was assumed that students need a purpose for attaining good communication skills.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This project was limited to Colton High School in the County of San Bernardino, California.
2. The concepts and activities discussed in this project were directed toward high school students in family and consumer sciences classes.
3. Although mathematical and scientific skills are also used in family and consumer sciences classes, this study was limited to communication skills incorporated in the curriculum.

Delimitations

The following delimitations apply to the project:

1. This project may be adapted for use in any high school.
2. The concepts and activities discussed in this project may be applied to or adapted for any curriculum and grade level.

3. This project may be adapted to mathematical or scientific skills incorporated in the curriculum.

Definition of Terms

The following terms are defined as they apply to the project.

Academic - In the United States, academic pertains "to areas of study that are not vocational or applied, as the humanities, pure mathematics, etc." (Stein, et al., 1966, p. 7). The State of California delineates basic academic areas to be measured in grades 9 through 11 as "reading, mathematics, writing (language), science, and history-social science" (CDE, 1998, ¶ 3).

The American Association of Family and Consumer Sciences (AAFCS) - The national professional organization governing the discipline of family and consumer sciences. "Founded in 1909, its purpose is to improve the quality and standards of individual and family life through programs that educate, influence public policy, disseminate information and publish research findings" (American Association of Family, 2001, ¶ 1).

California State Board of Education (SBE) - "The governing and policy-determining body of the California Department of Education...The SBE sets K-12 education policy in the areas of standards, curriculum, instructional materials and assessment" (CDE, 2001, ¶ 1).

Communication skills - The ability "to impart knowledge of; or make known" (Stein, et al., 1966, p. 298) through listening, speaking, and writing (Denton, 2001).

Ecosystem - "A system formed by the interaction of a community of organisms with their environment" (Stein, et al., 1966, p. 452).

Family and Consumer Sciences (FCS) - A discipline formulated and directed by The American Association of Family and Consumer Sciences to "develop, integrate and provide practical knowledge about the things of everyday life - human growth and development; personal behavior; housing and environment; food and nutrition; apparel and textiles; and resource management - that every individual needs every day to make sound decisions which contribute to a healthy, productive, and more

fulfilling life" (American Association of Family and Consumer Sciences, 2001, p. 1).

Fluency - "The ease and confidence with which a writer is able to put thoughts on paper. It is the facility for being able to write without the constraints and fear of error" (Smith, 1986, p. 14).

Home Economics - The former name for family and consumer sciences. To more accurately reflect societal and academic changes, the American Association of Family and Consumer Sciences changed the name of its profession in June 1994 (American Association of Family, 2001).

Home Economics Careers and Technology (HECT) - A unit within the California Department of Education, which develops standards for family and consumer sciences educational programs and provides professional development experiences for FCS teachers. "Preparing students for living in the twenty-first century and earning a living in careers representing California's key industries" is its mission (Lundin, 2000, p. 1).

NAEP - The National Assessment of Educational Progress, also known as "the Nation's Report Card." Since 1969, NAEP has been assessing U.S. students for knowledge and abilities in the various academic areas,

including writing (National Center for Education Statistics, 2001, ¶ 1).

Portfolios - "Collections of student work representing a selection of performance" (National Education Goals Panel, 1994, p. 1).

SCANS - The Secretary's Commission on Achieving Necessary Skills: a commission formed within the U.S.

Department of Labor in May 1990 to make a two-year study of workplace requirements and the capacity of American young people to meet its demands (Academic Innovations, 2000).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four. Finally, the appendix consists of the project, a handbook of activities to enhance communication skills in family

and consumer sciences. References for the handbook are also included in the appendix.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the historical trends of family and consumer sciences as a profession, the goals and functions of family and consumer sciences curriculum, and ways of promoting effective communication skills are included in this literature review.

Historical Trends in Family and Consumer Sciences

The family and consumer sciences discipline, formerly home economics, has historically adjusted itself to meet the needs of current society.

The family and consumer sciences profession credits its beginning to Ellen H. Richards, the first woman to graduate from and become a professor at Massachusetts Institute of Technology (MIT). This occurred during the 1870s, an "era when infectious diseases were the leading cause of death and municipal public health services were still limited and unreliable...recent immigrants, African Americans, and farm families...had limited access to pure drinking water, efficient sewage systems, or safe food

supplies" (Stage & Vincenti, 1997, p. 35). It was within this context that Richards, working as a chemist and researcher for safe and sanitary water, air, and food supplies, realized how the home economics discipline could teach women how to provide a more healthful environment for their families and communities. Her concerns with issues of "consumer education; nutrition; child protection; industrial safety; public health; career education; women's rights; purity of air, food, and water; and the application of scientific and management principles to the family" led her to found and preside over the American Home Economics Association (AHEA) in 1909 (American Association of Family, 2001, p. 2).

As editor of a collection of essays pertaining to home economics, Sarah Stage summarized how home economics changed over the decades to meet the demands of society:

Keeping the field flexible allowed home economics to ride whatever hobby horse society had taken up at the moment. Thus home economics began as part of the reform ethos of progressivism...early home economists stressed social service and municipal housekeeping. In the more conservative 1920s home economics focused more on the individual and less on social ills. The inauguration of the Children's Bureau in 1912 created what Robyn Muncy has called "a female dominion in American reform," which encouraged home economics practitioners to shift their focus to the child. When scientific management came into vogue in the 1920s, home

economics was quick to jump on the bandwagon.
(Stage & Vincenti, 1997, p. 10)

Julia Grant, author of the essay, "Modernizing Mothers: Home Economics and the Parent Education Movement, 1920-1945," described how the focus of home economics during that time period became that of childrearing. The behavioral sciences were becoming prominent during this period, and parent education became a logical focus for home economics. Mothers were encouraged to seek advice from the burgeoning child experts. New vocational opportunities in childcare and parenting areas evolved, as well, due to this new emphasis (Stage & Vincenti, 1997).

During the 1960s, a decade known for its social turmoil in the United States, McGrath, in his opening address to the 59th AHEA annual meeting, suggested that home economics expand in social areas to meet America's needs:

...We ought to consider the relationship between home economics and the social revolution occurring in our society. No documentation is needed to justify the statement that the causes of the present turbulent disturbances lie in the conditions of life among the underprivileged, the minority groups, the under-educated, the inadequately housed and fed, and to a large extent those who live in the center city.
(McGrath, 1968, p. 509)

McGrath also suggested in this address, delivered June 25, 1968, that the profession become more involved

internationally in the many new countries evolving at the time, whose education and public services were still crude and needed assistance. He argued that, out of "12,600 Peace Corps volunteers who had gone overseas by April 1967, only 95 had majored in home economics and only 119 in nutrition - a combined total of only 1.7 percent of the entire Corps overseas" (McGrath, 1968, p. 510).

AHEA again expressed its purpose to expand its scope and address the needs of American society in 1975, when it published "New Directions II," which recommended "a change in emphasis from tasks of home and family life to an ecosystem conceptualization of the field with humans as interdependent within a rapidly changing environment" (Stage & Vincenti, 1997, p. 303). Marjorie Brown and Beatrice Paolucci clarified this purpose in their 1979 essay, "Home Economics: A Definition." It was this essay that triggered much scrutiny and discussion regarding issues of mission, ethics, areas of specialization, and curriculum within the home economics profession. Vincenti stated:

The Brown and Paolucci paper also inspired curriculum changes in institutions in both secondary and higher education from an emphasis on knowledge and skill development to an empowerment model with more concern for critical thinking and cultural critique. The greatest impact has been on home economics teacher

education which welcomed a more integrative and less technical alternative. (Stage & Vincenti, 1997, p. 304)

Finally, in 1994, the American Home Economics Association changed its name to the American Association of Family and Consumer Sciences (AAFCS) to "more accurately reflect the breadth and scope of the profession" (American Association of Family, 2001, p. 2).

Goals and Functions of Family and Consumer Sciences

The vision statement for AAFCS reads:

The American Association of Family and Consumer Sciences is recognized as the comprehensive and integrative source of knowledge and the primary voice focusing on family, individual and community well-being. (The American Association of Family and Consumer Sciences, 2001, p. 3)

Two of its eleven core values directly relate to this project:

- Holistic, interdisciplinary, integrative and preventative perspectives in addressing the issues of individuals, and families as consumers....
- Life-long learning. (American Association of Family, 2001, p. 3)

In January 2000, a group of family and consumer sciences professionals met at the national headquarters to form a philosophical framework for the Family and Consumer Sciences profession. The group was challenged to envision the year 2020 and determine "what elements should inform

scholarship, curricula, policy, and practice" (American Association of Family, 2001, p. 5).

This group developed a "body of knowledge" and categorized the FCS discipline into two broad categories: areas of specialization specific to family and consumer sciences and issues that are inter-disciplinary. Among those they identified as being integrated across various disciplines and that apply directly to this project are communication skills; critical thinking; independence, dependence and interdependence of creativity thinking; and technology.

Those involved in the family and consumer sciences profession become annoyed when the general public stereotypes the field and makes the assumption that FCS classes merely teach cooking and sewing. Marjorie East accurately described the sentiment of FCS professionals in response to this attitude:

Others perceive a related failure: the continued belief of the public that home economics is indeed cooking and sewing. Again and again you hear one of us say, "Oh, but it is so much more!" I doubt that any home economist today would say that home economics is cooking and sewing, or even foods and clothing, or even the teaching of domestic skills. All of us say, like a litany, that home economics is concerned with improving home and family life. (East, 1980, p. 237)

Even from its inception, family and consumer sciences curriculum was not intended to be limited to cooking and sewing. Melvil Dewey, an early pioneer of home economics (as well as the creator of the Dewey decimal system), stated in an article he presented to the tenth annual Lake Placid Conference on July 9, 1908, "As to the work to be accomplished, the movement should not be confined merely to matters of food, clothing, and shelter but should cover all that pertains to the general welfare and environment of the home" (Dewey, 2000, p. 1). He then described how modern machinery had simplified life and lessened the workload for a newly emerging industrial society. He wanted the benefits of machinery to venture into homes, as well, where the only machine in most kitchens at that time was a stove. His prediction came true: "that one of the great developments in home economics will be in the application of machinery to household needs, not merely for clubs and hotels, but for the average housekeeper" (Dewey, 2000, p. 2).

The average kitchen today contains not only a stove, but also a self-cleaning oven, microwave oven, energy-efficient refrigerator with frost-free freezer, and innumerable small appliances. It is also likely to contain a telephone and computer, both tools of communication.

Expanding on Dewey's philosophy, it can be determined that a function of family and consumer sciences is instruction in the use of these communication tools used in everyday life. The need to communicate effectively has expanded from being critical in the workplace and extended into the home.

East supported the theory that family and consumer sciences must broaden its emphasis to maintain its significance in current society. She described approximately twenty-five societal trends that were apparent in the 1980s and have intensified today; among them a reduced birthrate, legalized abortions, increased age of first marriage, increased divorce rate, more women working outside the home, greater numbers of single head-of-households, more people eating out and more frequently, environmental awareness, energy shortages, and alternative living situations. She suggested that, "If we look carefully at present trends in family life it isn't hard to see that the typical home economist of today will matter less and less" (East, 1980, p. 266). It is imperative, therefore, that the profession as a whole and the curriculum it presents in schools be relevant to its recipients.

Because politicians, school administrators, prospective employers, and parents are disturbed by student's academic deficiencies, it should be a function of family and consumer sciences to address this issue as well. Traditionally, family and consumer sciences teachers have not emphasized writing in their classes. East expanded on this statement:

Home economics teachers do not make much use, either, of student writing. They evidently do not value the intellectual discipline which comes from the writing of essays, reports, abstracts, or term papers. Nor do they believe, apparently, that the written word is important enough that home economists must be taught to use it precisely and persuasively. (East, 1980, p. 185)

This fallacy must be corrected. Proficient communication skills, including writing, are needed in both the home and the workplace. Because family and consumer sciences has historically emphasized practical knowledge, preparing students for both home and work, it naturally follows that effective communication skills be taught and practiced in its classes.

In support of this obligation, Colton High School, in San Bernardino County, California, is striving to become a high-quality school and to increase student performance. All of its teachers were greeted with posters entitled, *Transformation Themes*, upon their return to school after

the 2001 summer break, with instruction to display them in their classrooms. These poster themes were developed by Douglas B. Reeves, founder and president of the Center for Performance Assessment, an organization whose mission "is to improve student achievement by building the knowledge and skills of educators and school leaders" (Center for Performance Assessment, 2001, ¶ 1). The organization claims to be the leading source of professional development in areas of standards, assessment, and accountability. The foremost theme on the poster read, "Power standards and a thinking and writing curriculum," evidence that thinking and writing go hand-in-hand and are crucial to improving student performance.

Need for More Proficient Communication Skills

Speaking, writing, and listening are basic communication skills, all of which are needed for success in life and, therefore, should be encouraged in family and consumer sciences curriculum. Technology has added another dimension to communication skills, as well, with the advent of the Internet and E-mail. Writing is the communication skill that has been assessed and information analyzed for students both statewide and nationally.

A U.S. Department of Education research report described the results of a national poll conducted in 1991 to determine if students were prepared for post-secondary education or work. The results were disturbing, in that "only 18 percent of educators and 12 percent of employers thought that high school graduates had learned to write well" (USDE, 1993, p. 1).

The National Center for Education Statistics determined similar findings with the 1998 NAEP writing assessment. The National Assessment of Educational Progress writing assessments measured writing skills of 4th, 8th, and 12th grade students based on the following objectives:

- Students should write for a variety of purposes: narrative, informative, and persuasive...
- Students should write on a variety of tasks and for many different audiences...
- Students should write from a variety of stimulus materials...
- Students should generate, draft, revise, and edit ideas and forms of expression in their writing... (National Center for Education Statistics, 2001, p. 1)

On a sample, NAEP persuasive writing prompt given to 12th graders nationwide, only 3 percent scored "excellent," 10 percent "skillful," and 32 percent "sufficient." The remaining 55 percent received ratings of "uneven" (30 percent), "insufficient" (21 percent), and

"unsatisfactory" (4 percent). By state, with average scores ranging from 124 to 165, California received a score of 141, below the national average of 148. NAEP explained variations in states' writing performance due to "a combination of factors, including the effectiveness of an individual state's or jurisdiction's programs, economic constraints, and student demographic characteristics" (National Center for Education Statistics, 2001, p. 1).

Current standardized testing results conducted by the State of California reveal discouraging results as well:

California also tested students in the fourth and seventh grades with a new writing assessment. Initial results from this assessment show that California students have difficulty with challenging standards-based writing tasks and that much work is needed if students are to express themselves effectively. (Stone & Slater, 2001, p.2)

Although student achievement at the elementary levels seems to be improving with California's current standards-based reforms, students at the middle and high schools are improving at a much lower rate. "It is clear that reform at these grade levels is our next big challenge," said Eastin" (Stone & Slater, 2001, p. 2).

Recommendations for Promoting Effective Communication Skills

The National Education Goals Panel, created in 1990 and comprised of eighteen federal and state officials, has directed research and made recommendations to increase the quality of education in the United States. As this panel promoted high levels of student achievement in the United States and sought to improve the quality of education, it advocated more rigorous education standards in core curriculum. They proposed that demanding standards "emphasize a thorough understanding of subject matter, plus problem-solving skills; integration and application of knowledge across different subject-matter disciplines; and thinking skills" (National Education Goals Panel, 1996, ¶ 3). These recommendations directly correspond with the issues included in the "body of knowledge" outlined by the American Association of Family and Consumer Sciences and described on page 14 of this document: communication skills; critical thinking; independence, dependence and interdependence of creativity thinking; and technology.

After discovering that the majority of students did not enjoy writing and teachers were not frequently assigning writing projects, the U.S. Department of Education suggested in its 1993 research report that the

reason students were underachieving in this area is that they were not given enough opportunities to practice their writing skills in their classes.

...We do know from research that in order to learn to write well, students need frequent practice in writing a variety of materials.... In fact, NAEP found a correlation between the number of writing assignments students completed and their performance on the NAEP writing measures. (U.S. Department of Education, 1993, p. 3)

The report's suggestions for improvement in this area included teachers in all curricular areas giving frequent and varied writing assignments, along with honest feedback. Teachers should further provide students with exemplary writing samples and teach writing techniques, holding students to high standards. NAEP also provided an on-line brochure to students (<http://nces.ed.gov/nationsreportcard/writing/brochuregradel2.asp>) summarizing the planning and reviewing processes for writing. Planning suggestions included brainstorming, imagining, diagramming, and outlining; and writing review included determining purpose, development, organization, and checking for clarity and grammatical correctness.

In 1990, the U. S. Secretary of Labor appointed a commission to determine which skills are necessary for students to succeed in the workplace. Known as the

Secretary's Commission on Achieving Necessary Skills (SCANS), its main purpose was "to encourage a high-performance economy characterized by high-skill, high-wage employment" (Academic Innovations, 2000, p. 1). Its foremost objective was aid teachers in developing curriculum and instruction methods that enable students to achieve skills needed for success in a high performance workplace. Among the five basic skills essential for success identified in its initial report, *What Work Requires of Schools*, are three relating directly to this project:

Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
Listening - receives, attends to, interprets, and responds to verbal messages and other cues
Speaking - organizes ideas and communicates orally (Academic Innovations, 2000, p. 2)

SCANS further identified the thinking skills of high-performing workers (skills all teachers, whether vocational or academic, should strive to instill in students):

- A. Creative Thinking - generates new ideas
- B. Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving - recognizes problems and devises and implements plan of action

- D. Seeing Things in Mind's Eye –organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem (Academic Innovations, 2000, p. 2)

The California Department of Education's *Handbook for Planning an Effective Writing Program* cited seven basic principles of an effective writing program, among them:

- Is a schoolwide effort involving writing as a means of learning in all curricular areas
- Provides a wide range of writing experiences for learning in all subject matter areas
- Builds on students' interests and on their reading and oral language experiences
- Offers the opportunity for students...to develop *fluency* before they are overly burdened with the fear of error, but with the expectation that they will later attain mastery of form and correctness...
- Helps students to discover that writing is a way of learning about one's self and about the world, of developing thinking skills, of generating new ideas, and of helping one to survive in an increasingly dynamic and complicated society (Smith, 1986, p. 2)

In its *Reading/Language Arts Framework for California Public Schools*, the California State Board of Education (SBE) advocated, "The goal of developing lifelong readers and writers begins early in students' lives and represents a unique balance of competence, motivation, accessibility,

and experiences with print. When students develop competence in the fundamentals of reading and writing, they increase their motivation to achieve" (Curriculum Development, 1999, p. 11). Indeed, family and consumer sciences supports this goal.

One of the strategies the California State Board of Education cited to accomplish this goal is student writing. SBE stated, "Incorporating advanced vocabulary and complex language structures appropriately into their own writing is the eventual goal of development in academic language, and frequent opportunities to write for a variety of purposes are essential to consolidating gains" (Curriculum Development, 1999, p. 11). Again, FCS provides opportunity.

Regarding language arts expectations for students in grades nine through twelve, SBE stated that by this time students' writing and oral presentation skills are more highly developed and they should be given opportunities practice them. Standards for these expectations include:

- Strong emphasis on research-based discourse (writing and delivering research-based compositions and oral presentations and reading research discourse critically)
- Incorporating technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations

- Focus on analytically critiquing a variety of media
- Greater emphasis on the language arts as applied to work and careers [e.g., conducting interviews, filling out job applications, writing business letters, performing technical writing] (Curriculum Development, 1999, p. 182)

These standards are a natural part of family and consumer sciences curriculum, as illustrated in this project.

Standards for family and consumer sciences classes in the State of California were developed by Home Economics Careers and Technology (HECT) and published by the California Department of Education. HECT education is comprised of two corresponding instructional programs, the more general Consumer and Family Studies (CFS) and the vocationally specific Home Economics Related Occupations (HERO). Within the CFS component are listed "Transferable and Employability Skills Content Area Standards." Standard 2 includes "Personal, Interpersonal, and Communication Skills," and section 2.5 relates directly to this project:

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:

- 2.5 Assessing and practicing effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (Lundin, 2000, p. 49)

Standards regarding communication skills are also specified in each of the seven areas of home economics related occupations. Home Economics Careers and Technology states the following in the areas of child development and education (Standards 14.4, 14.5, and 14.6); consumer services (Standards 13.4, 13.5 and 13.6); family and human services (Standards 16.4, 16.5 and 16.6); fashion design, manufacturing, and merchandising (Standards 20.4, 20.5 and 20.6); food science, dietetics, and nutrition (Standards 15.4, 15.5 and 15.6); and interior design, furnishings, and maintenance (Standards 15.4, 15.5 and 15.6):

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- Interpreting nonverbal communication and responding appropriately. (Lundin, 2000, pp. 66, 79, 93, 108, 122-123, 172)

Hospitality, tourism, and recreation states its communication skills standards as follows:

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 18.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;

- 18.5 Using appropriate communication skills, including greeting guests, using proper telephone etiquette, relaying messages, and writing effectively;
- 18.6 Explaining the impact of verbal and nonverbal communication styles on the outcome of a one-on-one interaction with a guest or an employee; and
- 18.7 Communicating through the use of appropriate listening, writing, and oral skills with an understanding of current and emerging technology (Lundin, 2000, p. 156 157)

Thus, Home Economics Careers and Technology and the California Department of Education expect that communication skills be included in family and consumer sciences curriculum.

Incorporating Communication Skills into Curriculum

Roots in the Sawdust: Writing to Learn Across the Disciplines, is a book describing various ways to incorporate writing into various subject areas. The editor developed it for "teachers who are convinced that writing can aid learning but who are uncertain of how to begin-or, more likely, are jaded by the succession of gimmicks that have flashed and fizzled" (Gere, 1985, p. 3). She stated that, although "writing to learn," is similar to the concept of "writing across the curriculum," in that both theories emphasize writing in various disciplines, the former has the unique goal of improving thinking and

learning, while writing across the curriculum focuses on writing quality. "To be sure, students who use writing as a way of learning often produce better written products, but this is a side benefit, not the chief purpose" (Gere, 1985, p. 5).

Course content does not change when using the methods suggested, but serves as a catalyst for learning. Among the writing tasks described in this book are writings for reflection and response, journals, poems, unsent letters, essays, and reports, all of which are easily included in family and consumer sciences classrooms. Writing strategies such as brainstorming, clustering, lists, free writing, first thoughts, and dialogue are also discussed, as well as the issue of evaluation.

Steven Arkle, contributor to *Roots in the Sawdust: Writing to Learn Across the Disciplines*, described the evaluation techniques he uses for student work. They may not be the same as used by the traditional English teacher, but are geared to "reinforce the process and the concern for students' own ideas" (Gere, 1985, p. 158). He uses a "pass/rewrite system," first determining how well the student accomplished the specific task assigned; then he compares the written work to his rubric of "Primary Evaluation Considerations," or standards. He keeps all

criteria in mind as he evaluates essays, and students receiving a "C" or less must rewrite and resubmit their work within one week.

Among *Major Findings from the NAEP 1998 Writing Report Card* prepared by the National Assessment of Educational Progress were two conclusions over which a teacher has control in the classroom. They were:

- Students who reported saving, or whose teachers saved, their writing work in folders or portfolios had higher average scores than students whose work was not saved.
- Students at grades 8 and 12 who were always asked to write more than one draft of a paper had higher average scale scores than did their peers who were sometimes or never asked to do so. (National Center for Education Statistics, 2001, p. 1)

Both of these recommendations can easily be adapted in family and consumer sciences classes, as will be demonstrated later in this project.

In 1994, the U.S. Department of Education described student portfolio use in its education consumer guide. The guide stated that a portfolio be a folder of the student's best work along with their evaluation of its strengths and weaknesses. This allows students to take charge of their own learning, as they do not merely collect their work, but determine which is best and reflect upon its appropriateness. This selection and reflection process

promotes critical thinking. It further allows students to have control over their education:

All portfolios—across these diverse curricular settings, student populations, and administrative contexts—involve students in their own education so that they take charge of their personal collection of work, reflect on what makes some work better, and use this information to make improvements in future work. (National Education Goals Panel, 1994, p. 2)

Keeping and writing journals is a valuable tool and enhances learning in family and consumer sciences classes. The *Handbook for Planning an Effective Writing Program* points to journal writing as a means of developing a student's writing fluency, a valuable attribute.

Fluency is the facility writers have for using appropriate language and putting their thoughts on paper. If writers are fluent, their words flow onto the page with relative ease. Students who write fluently are likely to discover that they have much to say. They express their ideas, feelings, and reactions to events around them relatively easily. (Smith, 1986, p. 14)

Although limited, other writing activities specific to "family life and consumer affairs" described in this handbook include students keeping notebooks "to record instructions, plans, safety rules, recipes, questions, and concerns related to the subject matter they are studying" (Smith, 1986, p. 31); writing detailed directions for a

specific task; writing about the influence of important people in their lives; and developing pamphlets.

The introduction of technology into schools has added another dimension to instilling good communication skills in students. It is not an automatic occurrence, however. As Ferdi Serim points out in an essay from *Teaching with Technology*, "everything depends on the teaching. Good teaching is strengthened by technology, but only with a lot of work" (Holcomb, 1999, p. 1). Serim also makes other valid points about the use of technology in teaching:

...Activities should support achievement of existing curricular goals through the appropriate application of technology, and not add technology as another set of curricular goals...We focused on "curricular integration."

An inquiry-based curriculum introduces the higher order skills of gathering, evaluating, analyzing, and presenting. Technological tools exist for each of these skills. Both students and teachers need to be aware of the choices they have so that they effectively use the right tool for the job at hand. (Holcomb, 1999, p. 2)

Beth Chistensen, in Chapter 5 of *Teaching with Technology*, described her use of the computer when teaching writing to her middle-school students. Three activities she described can easily be adapted for family and consumer sciences classes. Her students created scrapbooks using the PowerPoint presentation program, they wrote stories using the word processing program, and they

prepared a multiple-page web site describing an historical event.

Advantages for using computers in writing assignments are outlined in the *Handbook for Planning an Effective Writing Program*:

- They permit students to record ideas much faster than they could record them with a pencil and paper; thus, fluency is increased.
- They make revising and editing much easier..
- ...students can produce more legible copies of what they have "written" than they can with paper and pen.
- Material can be stored more easily.
- They make the writing task easier for handicapped students.
- ...Students can have their work evaluated quickly and objectively for very specific matters, such as spelling. (Smith, 1986, p. 8)

Summary

The literature important to the project was presented in Chapter Two. It reviewed and summarized the history, goals, and functions of the family and consumer sciences profession, as well as its roles in today's society. It also described the need that our nation's students have for proficient communication skills, recommending ways to encourage them. Finally, it recommended ways in which family and consumer sciences teachers can implement communication skills in their classes.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing this project. Specifically, the population served was discussed. Next, the necessity for and validity of the handbook were discussed, including state standards being met. A brief outline of the handbook's design follows. The chapter concludes with a summary.

Population Served

The project was developed as a resource for family and consumer sciences teachers who desire to enhance learning and incorporate communication skills in the classroom. The activities suggested can be tailored to students of varying abilities and to the various topics taught in middle, high school and post-secondary FCS classes.

Handbook Validation

The need for a handbook of this type first became apparent when the author of this project attended a summer writing institute in 2000 that advertised itself as addressing "writing across the curriculum." In reality, this institute was comprised of teachers from the academic

areas of language arts and social sciences. This institute was a learning experience for both parts. Upon hearing a presentation from a teacher of foods and child development, members expressed disbelief that writing was actually being incorporated into these classes. This author learned that traditionally academic teachers include in their classes many of the same activities and techniques utilized in family and consumer sciences classes.

The need for FCS teachers to encourage their students to write was verified by Bernadine B. Ferguson of Culinary Creations, a food and culinary consultant, entrepreneur and presenter at the HECT conference held August 2001 in Costa Mesa, California. In her presentation, she stressed the importance of communication and writing skills in the industry, indicating the frustration she personally felt when her employees lacked these critical skills.

Further, while researching this project, the author noted a void of websites or books that addressed writing in the area of family and consumer sciences. Writing across the curriculum and writing to learn resources included academic areas and various elective courses, none of them, however, mentioning or including family and consumer sciences or home economics. Thus, much of what is

contained in this handbook is a collection of activities and experiences gathered and tailored by the author to include in her classes. It is the intent of this project that these activities not only enrich the family and consumer sciences program, but also allow students to see purpose behind the requirements of their core curriculum classes. An additional benefit is that it may aid applicants of Carl D. Perkins funding in meeting the requirements for integrating academics into vocational education.

Handbook Development

Handbook Resources and Content Validation

As discussed earlier in this project, current high school educators are being driven by standards, having to prove the value of their curriculum by stating the standards being met. The activities in this handbook address standards in several forms:

First, they meet the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS), whose purpose was "to encourage a high-performance economy characterized by high-skill, high-wage employment" (Academic Innovations, 2000, p. 1). Three of the five basic skills outlined in its report,

What Work Requires of Schools are dealt with through activities in this project's handbook:

Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
Listening – receives, attends to, interprets, and responds to verbal messages and other cues
Speaking – organizes ideas and communicates orally (Academic Innovations, 2000, p. 2)

Secondly, it addresses the California state standards for family and consumer sciences developed by Home Economics Careers and Technology (HECT) and published by the California Department of Education. Within the consumer and family studies component of HECT's *Challenge Standards* are listed "Transferable and Employability Skills Content Area Standards." Standard 2 includes "Personal, Interpersonal, and Communication Skills," and section 2.5 relates directly to this project:

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:
2.5 Assessing and practicing effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (Lundin, 2000, p. 49)

Standards regarding communication skills are also specified in each of the seven areas of home economics related occupations. Home Economics Careers and Technology

states the following in the areas of child development and education (Standards 14.4, 14.5, and 14.6); consumer services (Standards 13.4, 13.5 and 13.6); family and human services (Standards 16.4, 16.5 and 16.6); fashion design, manufacturing, and merchandising (Standards 20.4, 20.5 and 20.6); food science, dietetics, and nutrition (Standards 15.4, 15.5 and 15.6); and interior design, furnishings, and maintenance (Standards 15.4, 15.5 and 15.6):

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- Interpreting nonverbal communication and responding appropriately. (Lundin, 2000, p. 66, 79, 93, 108, 122-123, 172)

Hospitality, tourism, and recreation states its communication skills standards as follows:

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 18.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 18.5 Using appropriate communication skills, including greeting guests, using proper telephone etiquette, relaying messages, and writing effectively;
- 18.6 Explaining the impact of verbal and nonverbal communication styles on the

- outcome of a one-on-one interaction with a guest or an employee; and
- 18.7 Communicating through the use of appropriate listening, writing, and oral skills with an understanding of current and emerging technology (Lundin, 2000, p. 156-157)

Finally, the activities presented fulfill many of the English-language arts standards set forth by the California State Board of Education, proving that academic content is embedded in family and consumer sciences curriculum. The specific academic standards addressed follow the FCS standards within activity descriptions.

While preparing this project, the issue of assessment arose. Must an instructor in the field of family and consumer sciences assess their students' work using the same criteria as an instructor of the English language? While input from school administrators striving to raise standardized testing scores in the academic areas would make this appear so, practicality would disagree. Upon questioning the author's FCS colleagues, the response became, "Of course not." With the array of student abilities that participate in family and consumer sciences classes, from the severely handicapped to the college bound, as well as those with limited English proficiency, it is virtually impossible to fairly and adequately assess writing projects in FCS classes using the same criteria as

an English teacher. In fact, the ultimate goal of these assignments is not to teach either grammar or writing techniques, but rather to apply skills taught in English classes to real life situations. Students then see purpose behind otherwise tedious lessons learned in the academic areas. Writing assignments in this sense are a tool to help students focus on a problem or situation, to clarify their thinking, thus enhancing learning.

This outlook is explained by Anne Ruggles Gere in her book *Roots in the Sawdust: Writing to Learn Across the Disciplines*. In the introduction, she specifically distinguishes between "writing to learn" and "writing across the curriculum," and the activities contained in this project were developed with the former approach in mind.

Writing to learn has different goals from writing across the curriculum. Although writing to learn, like writing across the curriculum, emphasizes writing in all disciplines, its goal is different. Writing across the curriculum aims to improve the quality of writing, while writing to learn focuses on better thinking and learning. To be sure, students who use writing as a way of learning often produce better written products, but this is a side benefit, not the chief purpose. (Gere, 1985, p. 5)

Handbook Design

This handbook was loosely organized in the manner in which writing presentations were developed at the summer

2000 Inland Area Writing Project held at the University of California, Riverside. Four major areas of writing were analyzed: descriptive, reflective, analytical, and persuasive. Family and Consumer Sciences curriculum allows opportunities for writing in each of these areas. Both English language arts and FCS content area standards are addressed following activity descriptions. Activity assessment is discussed, and several rubrics are provided. The handbook developed includes activities in each of these areas and is organized as follows:

1. Introduction
2. Vocabulary Development
 - a. Word Puzzles
 - b. Bingo Games
3. Communication Techniques
 - a. Communication Bingo
 - b. Actions Speak Louder Than Words
4. Description
 - a. Kim's Game
 - b. Child Observations
5. Reflection
 - a. Biopoem
 - b. Journaling
 - i. Assessment Issues

- ii. Baby Simulation Journal
- iii. Values, goals, and decision-making
- iv. More Journal Prompts
- c. Poetry Prompts
- d. Portfolios
- 6. Analysis
 - a. Newspaper and Magazine Articles
 - b. Video Prompts
 - c. Research Reports and Oral Presentations
 - d. Power Point Presentations
- 7. Persuasion
 - a. Public Service Announcements
 - b. Greek Debate
 - c. Mock Job Interviews
- 8. Creative Books
 - a. Pop-Up Books
 - b. "Smooosh" Books
 - c. Children's Books
 - d. Flannelgraph Stories

Summary

The steps used to develop this project were outlined in Chapter Three. The population served is mainly family and consumer sciences teachers. Next, the necessity for

this handbook was discussed, including the need for enlightenment as to what is taught in FCS classes, the need for better writing skills within industry, and a void of FCS writing activities within "writing across the curriculum" resources. Discussion of state standards followed, along with the issue of assessment. The chapter concluded with an outline of the handbook's design.

CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. In general, students in California need to improve their basic academic skills.
2. Family and consumer sciences classes provide opportunities for students to practice and apply skills learned in academic classes to real life situations.
3. Many activities performed in family and consumer sciences classes also meet California state content standards in the academic areas.
4. Effective communication skills are critical for success in all areas of life.

Recommendations

The recommendations resulting from the project follows.

1. Activities provided in this project should be tailored to correspond to the abilities and grade level of students.
2. Activities described in this project should be adapted to relate to the subject matter being taught.
3. The activities suggested here should be included in all curricular areas, with modifications made to meet specific content.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX
COMMUNICATION ACTIVITIES

HANDBOOK OF ACTIVITIES
THAT ENHANCE
COMMUNICATION SKILLS IN
FAMILY AND CONSUMER
SCIENCES

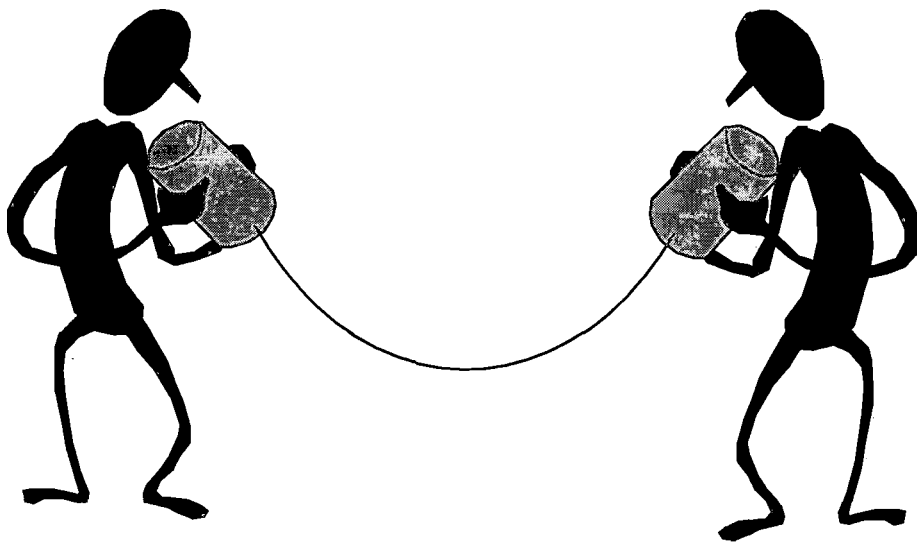


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Introduction

Family and Consumer Sciences classes offer numerous opportunities to incorporate skills learned in the academic classes. In so doing, students grow to understand the purpose behind their required academic classes and are able to transfer skills learned in them to real-life situations. This handbook focuses on activities that encourage communication skills, including writing.

The validity of these assignments is supported by both English-language arts and HECT standards. Because state and educational administrators are currently placing great emphasis on standards-based curriculum, the standards addressed in each section are listed at the end of each, thereby illustrating how these activities meet language arts standards while meeting family and consumer sciences standards. In the interest of simplicity, language arts standards cited are based on ninth and tenth grade, a median for most FCS students; HECT standards are limited to Consumer Home Economics Model Curriculum Standards.

Comprehensive Communication Standards

Content Standards and Instructional Practices, Grades Nine Through Twelve: (Reading/Language Arts Framework)

- Strong emphasis on research-based discourse (writing and delivering research-based compositions and oral presentations and reading research discourse critically)
- Incorporating technology into the language arts as a tool for conducting research or creating finished manuscript and multimedia presentations
- Focus on analytically critiquing a variety of media
- Greater emphasis on the language arts as applied to work and careers (e.g., conducting interviews, filling out job applications, writing business letters, performing technical writing) (Curriculum Development, 1999, p. 182)

SCANS Competencies: (Secretary's Commission on Achieving Necessary Skills)

Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

Listening - receives, attends to, interprets, and responds to verbal messages and other cues

Speaking - organizes ideas and communicates orally (Academic Innovations, 2000, p. 2)

- A. Creative Thinking - generates new ideas
- B. Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving - recognizes problems and devises and implements plan of action
- D. Seeing Things in Mind's Eye - organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn - uses efficient learning techniques to acquire and apply new knowledge and skills

- F. Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem (Academic Innovations, 2000, p. 2)

HECT Challenge Standards

Transferable and Employability Skills Standard 2: Personal, Interpersonal, and Communication Skills

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:

- 2.5 Assessing and practicing effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (Lundin, 2000, p. 49)

Home Economics Related Occupations:

Child Development and Education (Standards 14.4, 14.5, and 14.6)

Consumer Services (Standards 13.4, 13.5 and 13.6)

Family and Human Services (Standards 16.4, 16.5 and 16.6) Fashion Design, Manufacturing, and Merchandising (Standards 20.4, 20.5 and 20.6)

Food Science, Dietetics, and Nutrition (Standards 15.4, 15.5 and 15.6)

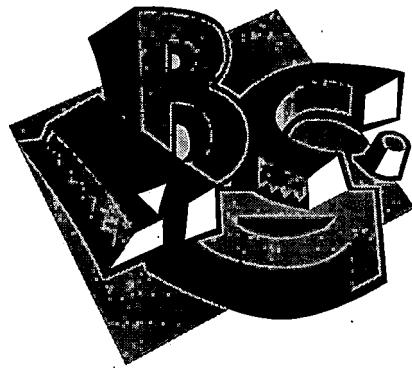
Interior Design, Furnishings, and Maintenance (Standards 15.4, 15.5 and 15.6):

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette; and
- Interpreting nonverbal communication and responding appropriately. (Lundin, 2000, p. 66, 79, 93, 108, 122-123, 172)

SECTION 1

DEVELOPING VOCABULARY



Word Puzzles

Student-generated word searches take the boredom out of learning vocabulary words and allow them to have control over their learning. For a given unit or topic, students select key words, giving hints or definitions for their identification. On a grid or graph paper, they write these words, one letter in each box, in any direction: horizontal, vertical, diagonally, frontward, or backwards. Once all words are in place, they hide them by filling in all empty boxes with random letters. The hints for the words are below the puzzle, and students write the solution for the puzzle on a separate piece of paper. After students generate their puzzles, they may trade with each other to solve.

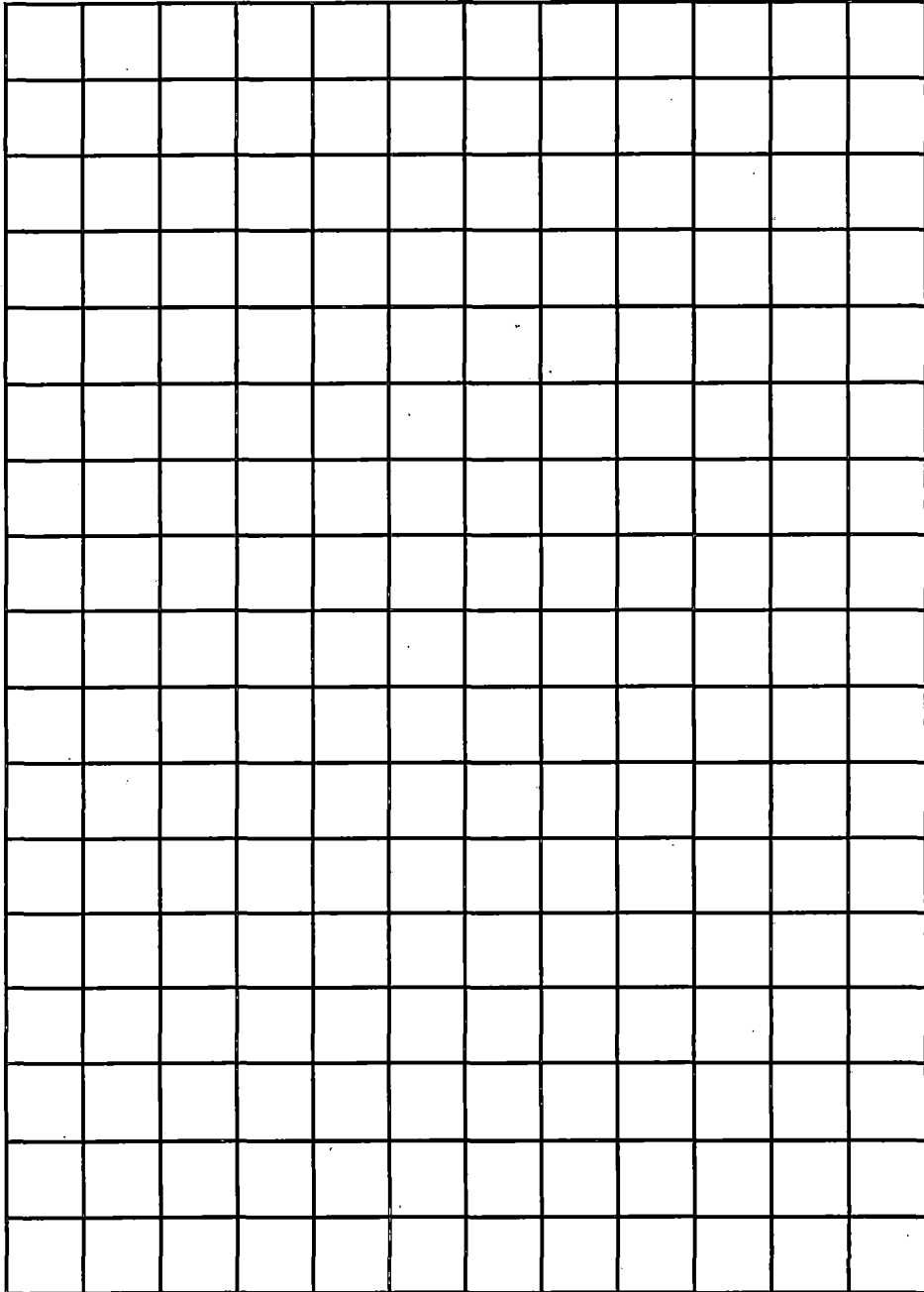
Software is available that allows either teacher or student to develop similar word games. Also, Discovery School's website <http://puzzlemaker.com> is an excellent source that is free to Internet subscribers. It is possible to create various types of puzzles, including crossword, word search and word search with message.

WORD SEARCH GRID

Name: _____

Period: _____

Date: _____



Measuring Techniques

S U B S T I T U T I O N C D E
T A C C U A R A T E M O I L Q
N E F A S U B Y R I N S N E U
I M G R S U I L C V P C E V I
P P I S A E S F E L P U L E V
P A R L L C O N A S D U U L A
C C T D L K T C T B P S C O L
T K P E X I E I X Y R O E F E
E I V G O M L Z O V J F O F N
A N J N E B U I U N I K I N T
S G A N V N B E T F U K Y T R
P L T G A L L O N E U R F Y A
O Y D Z I C Z M E T R I C S U
O Q Y I A W Q I M P S E Q A Q
N B X P X F F G F P J J U P Q

CONVENTIONAL
CUP
DISPLACEMENT
EQUIVALENT
FRACTION
GALLON
LEVELOFF
METRIC
MILLILITER
PACKING
PINT
QUART
SIFT
SUBSTITUTION
TABLESPOON
TEASPOON
YIELD



17 of 17 words were placed into the puzzle.

Visit Puzzlemaker at DiscoverySchool.com

Measuring Techniques (Solution)

S U B S T I T U T I O N C D E
T A C C U A R A T E M O I L Q
N E F A S U B Y R I N S N E U
I M G R S U I L C V P C E V I
P P I S A E S F E L P U L E V
P A R L L C O N A S D U U L A
C C T D L + T C + + P + C O L
T K + + + I E I + + + O + F E
E I + + O M L + O + + + O F N
A N + N E + + I + N + + + N T
S G A N + + + + T + + + + T R
P L T G A L L O N E + + F + A
O + + + + + M E T R I C + U
O + + + + + + + + S + + + Q
N + + + + + + + + + + + + +

(Over, Down, Direction)

CONVENTIONAL (13,1,SW)

CUP (13,7,NW)

DISPLACEMENT (14,1,SW)

EQUIVALENT (15,1,S)

FRACTION (3,3,SE)

GALLON (4,12,E)

LEVELOFF (14,2,S)

METRIC (8,13,E)

MILLILITER (2,4,SE)

PACKING (2,5,S)

PINT (1,5,N)

QUART (15,14,N)

SIFT (11,14,NE)

SUBSTITUTION (1,1,E)

TABLESPOON (5,1,SE)

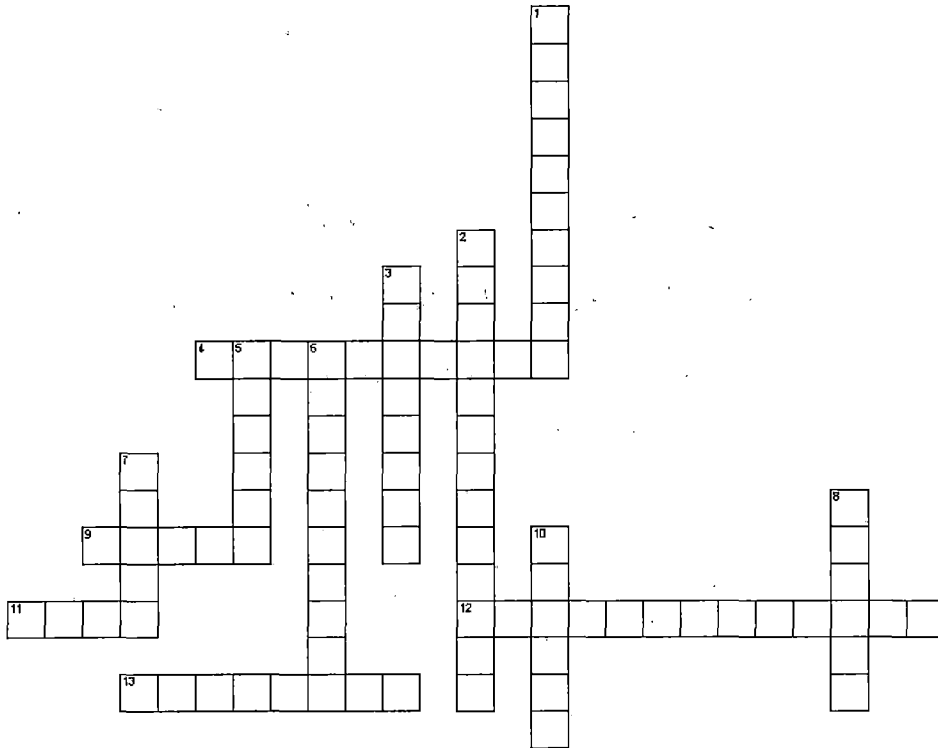
TEASPOON (1,8,S)

YIELD (8,3,SW)

ACCURATE MEASURING = SUCCESSFUL PRODUCT

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Prenatal Development



Across

4. sensation of feeling life
9. unborn baby from eighth or ninth week of pregnancy until birth
11. female cell or egg
12. long tube connecting placenta to unborn baby
13. tissue connecting the sacs around the unborn baby to mother's uterus

Down

1. when baby drops into birth canal
2. fluid that surrounds and protects developing baby during pregnancy
3. the period before birth
5. organ in woman's body in which a baby develops during pregnancy
6. union of an ovum and a sperm, resulting in beginning of pregnancy
7. male cell
8. fertilized egg
10. second stage of pregnancy

13 of 13 words were placed into the puzzle

Visit [Puzzlemaker at DiscoverySchool.com](http://Puzzlemaker.DiscoverySchool.com)

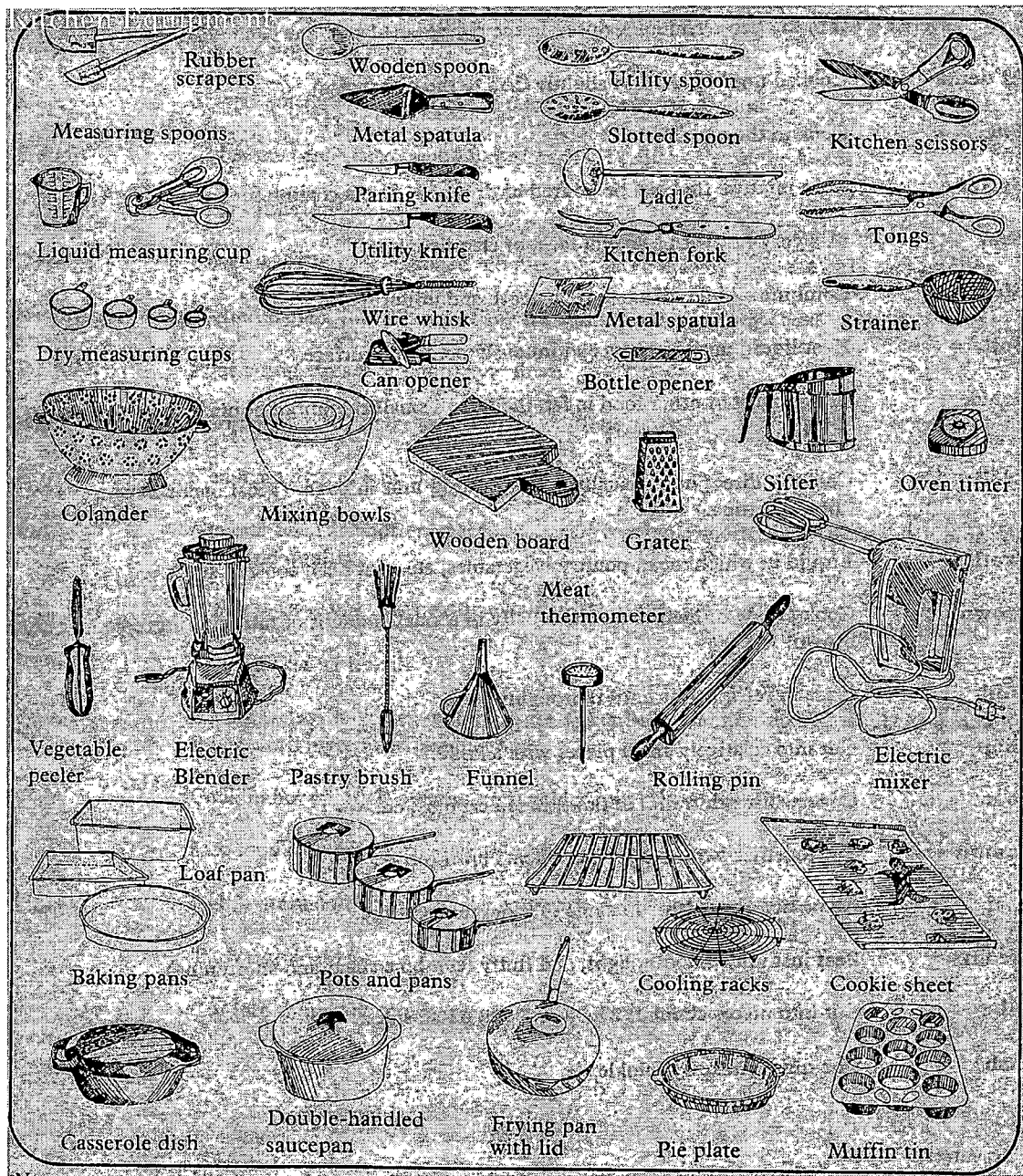
Bingo Games

The entire class gets involved in Bingo games, even the most inhibited students. They prove to be an instructional aid for learning object identification [e.g., "Kitchen Tools Bingo" using Paola Lazzaro's illustrations in *Basic Cooking for Young Adults* (Virgadamo, 1985, p. 3)] and terms [e.g., food careers bingo and child-related bingo]. The students prepare individual cards given a list of more than 24 pictures or terms. With more items than spaces from which to choose, each card will be different, since each student will not only select different items to place on a card, but place them in various boxes as well.

The teacher cuts up one copy (laminated is recommended) of the master list for the game draw. After students prepare their cards, the game is played in the traditional manner, with inexpensive rewards for winners. Card markers can be those purchased at a school supply store or simply use dried beans or cut-up pieces of construction paper.

Career bingo games are especially effective following a study of various career options. Students brainstorm lists, from which the teacher prepares the master. The game is a logical precursor to a journal-writing activity, in which students discuss their own career options and personal qualifications.

Kitchen Equipment



FOOD CAREERS

CHEF SERVER BUSPERSON COOK
WAITER HOST EXTENSION AGENT
CATERER DIETITIAN CASHIER
MANAGER NUTRITIONIST BUTCHER
FOOD BROKER ENTREPRENEUR
FARMER RANCHER DELIVERY PERSON
CAKE DECORATOR DAIRY PERSON
STOCK PERSON DISTRIBUTOR
TEACHER RESEARCHER GROCER
CONSUMER SPECIALIST FOOD EDITOR
FOOD WRITER FOOD TESTER BAKER
FOOD STYLIST GENETIC ENGINEER
RESTAURATEUR PARTY PLANNER

CHILD-RELATED CAREERS

Child Care Center Worker Child Psychologist

Clown Children's Book Writer Nanny

Dental Hygienist Family Counselor Parent

Emergency Medical Technician Pediatrician

Graphic Designer Lifeguard/Swim Instructor

Genetic Counselor Pediatric Nurse

Ob Nurse/Midwife Toy Store Worker

Physical Therapist Social Worker

Preschool Teacher Recreation Teacher

Crossing Guard Children's Librarian

Kindergarten Teacher Foster Parent

Child Services Attorney Photographer

Theme Park Worker Children's TV Producer

Chuck E. Cheese Worker Special Ed. Teacher

Child Protective Service Worker Babysitter

BINGO CARD

Name: _____

Period: _____

Date: _____

		FREE SPACE		

Standards Addressed in Section 1

English Language Arts Content Standards

Reading:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

HECT Challenge Standards

Food and Nutrition Standard 5: Food Preparation

Students will understand the principles of food preparation. They will demonstrate proficiency by:

- 5.4 Defining food preparation terminology used in the preparation of a variety of food products

Food and Nutrition Standard 10: Careers Related to Food Service, Food Science, Dietetics, and Nutrition

Students will understand careers related to food service, food science, dietetics, and nutrition. They will demonstrate content proficiency by:

- 10.1 Identifying characteristics of effective food service, food science, dietetics, and nutrition professionals

Child Development and Guidance Standard 12: Careers Related to Child Development and Education

Students will understand careers related to child development and education. They will demonstrate content proficiency by:

- 12.1 Identifying characteristics of effective child development and education professionals

SECTION 2

COMMUNICATION TECHNIQUES



Communication Bingo

Jeanette Powell (San Ramon Valley Unified School District, Danville, California) developed the following "Communication Bingo" game and "Communication Generalizations". Included in the California State Department of Education's *Instructional Patterns: Curriculum for Parenthood Education*, this activity provides a springboard for various activities focusing on communication and relationships. By playing this game, students learn to identify communication problems and techniques.

Introduction: Effective communication techniques may be learned. The first step in this learning process is to become aware of communication problems and techniques.

Teacher's Directions:

1. Give each student a Communication Bingo Card, one communication problem (to be cut from sheet labeled "Communication Problems"), and 25 place markers (paper, beans, buttons, or rocks).
2. Using the Teacher's Master List, read an effective communication technique.
3. If the students have the technique on their cards, they may cover the square with a marker.
4. Occasionally, read a communication problem and emphasize that it is a problem. If the student has that problem card, he or she may cover a free space with it.
5. The first student to cover a complete row of vertical, horizontal, or diagonal squares is the winner. A prize may be given.
6. After completing Communication Bingo, have students make a list of communication generalizations. (see "Communication Generalizations" at the end of this activity.) Examples:
 - The effect of communication on relationships
 - Tips for sending messages effectively
 - Tips for listening (Curriculum for Parenthood Education Project, 1985, p. 36).

Communication Bingo Card A				
Communication can be written, verbal, or nonverbal.	FREE	A good listener will hear a speaker's message and accept the speaker's feelings.	Body movement is nonverbal communication.	Through communication we build or destroy trust
A good listener will look at the speaker and give full attention to the speaker.	Effective communication takes place when one person gets the correct message to or from the other.	Effective communication can be learned.	A good listener will not talk or think about how to respond.	FREE
FREE	Effective communication takes place when thoughts are organized.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from another.	Good listeners will be aware of body language and tone of voice.
Verbal and nonverbal communication can be used together.	Talking, nonverbal gestures, and behavior must all give the same message.	We build trust by doing what we say we will do.	FREE	Communication is an exchange of thoughts, feelings, or emotions.
A good listener will be an attentive listener and nod or say things such as "I see," or "I understand."	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE	An I-message can be used to express one's feelings and needs.	An important part of communication is listening.

Communication Bingo Card B				
Communication is an exchange of thoughts, feelings, or emotions.	Through communication we build or destroy trust.	Verbal and nonverbal communication can be used together	FREE	Pitch, tone, volume, and speed of words give messages.
FREE	An I-message can be used to express one's feelings and needs	Through communication we gain knowledge.	Communication can be written, verbal, or nonverbal.	We build trust by doing what we say we will do.
Communication takes place between self and others	Through communication we build or destroy relationships.	FREE	Effective communication can be learned.	Talking, nonverbal gestures, and behavior must all give the same message.
Warmth and friendliness toward the listener will help the listener concentrate on the message	Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from the other.	FREE
Most communication problems arise from emotional or social problems rather than poor word use.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	Through communication we learn about ourselves and others.

Communication Bingo Card C

Effective communication takes place when one person gets the correct message to or from the other	Through communication we build or destroy trust.	FREE	Body movement is nonverbal communication.	An important part of communication is listening.
An I-message can be used to express one's feelings and needs.	FREE.	Effective communication takes place when one person gets the correct message to or from another.	A good listener will not talk or think about how to respond.	Verbal and nonverbal communication can be used together.
Through communication we gain knowledge	Good listeners will be aware of body language and tone of voice.	An I-message can be used to express one's feelings and needs.	We build trust by doing what we say we will do.	FREE
A good communicator does not interrupt others..	Communication is an exchange of thoughts, feelings, or emotions.	Warmth and friendliness toward the listener will help the listener concentrate on the message	FREE	A good communicator does not monopolize the conversation.
FREE	An important part of communication is listening	Most communication problems arise from emotional or social problems rather than poor word use.	Through communication we build or destroy relationships	Pitch, tone, volume, and speed of words give messages.

Communication Bingo Card D

A good listener will look at the speaker and give full attention to the speaker.	A good listener will hear a speaker's message and accept the speaker's feelings.	Verbal and nonverbal communication can be used together.	FREE	A good communicator does not monopolize the conversation.
FREE	Effective communication can be learned.	Through communication we learn about ourselves and others.	Effective communication can be learned	A good listener will not talk or think about how to respond.
Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	FREE	Communication can be written, verbal, or nonverbal.	Effective communication takes place when one person gets the correct message to or from the other.
Effective communication takes place when thoughts are organized.	We build trust by doing what we say we will do.	Effective communication takes place when one person gets the correct message to or from another.	Communication is an exchange of thoughts, feelings, or emotions.	FREE
A good listener will ask questions when something needs to be clearer.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	An I-message can be used to express one's feelings and needs..

Communication Bingo Card E				
Communication can be written, verbal, or nonverbal.	FREE	A good listener will hear a speaker's message and accept the speaker's feelings.	Body movement is nonverbal communication.	Through communication we build or destroy trust
A good listener will be an attentive listener and nod or say things such as "I see" or "I understand."	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE	An I-message can be used to express one's feelings and needs.	An important part of communication is listening.
FREE	Effective communication takes place when thoughts are organized.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from another.	Good listeners will be aware of body language and tone of voice.
Verbal and nonverbal communication can be used together.	Talking, nonverbal gestures, and behavior must all give the same message.	We build trust by doing what we say we will do.	FREE	Communication is an exchange of thoughts, feelings, or emotions.
A good listener will look at the speaker and give full attention to the speaker.	Effective communication takes place when one person gets the correct message to or from another.	Effective communication can be learned.	A good listener will not talk or think about how to respond.	FREE

Communication Bingo Card F				
Body movement is nonverbal communication.	A good listener will look at the speaker and give full attention to the speaker.	FREE	Effective communication takes place when one person gets the correct message to or from the other.	An important part of communication is listening.
A good listener will not talk or think about how to respond.	FREE	Through communication we learn about ourselves and others.	An I-message can be used to express one's feelings and needs.	Warmth and friendliness toward the listener will help the listener concentrate on the message.
We build trust by doing what we say we will do.	Facial expression is an example of nonverbal communication.	An active listener will paraphrase ideas and feelings.	Through communication we gain knowledge.	FREE
FREE.	Effective communication takes place when thoughts are organized.	Most communication problems arise from emotional or social problems rather than poor word use.	A good communicator does not monopolize the conversation.	Communication can be written, verbal, or nonverbal..
Through communication we build or destroy relationships.	A good listener will ask questions when something needs to be clearer.	A good communicator does not interrupt others.	FREE	Pitch, tone, volume, and speed of words give messages.

Communication Bingo Card G				
Communication is an exchange of thoughts, feelings, or emotions.	A good communicator does not interrupt others.	Verbal and nonverbal communication can be used together.	FREE	Pitch, tone, volume, and speed of words give messages.
Most communication problems arise from emotional or social problems rather than poor word use.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	Through communication we learn about ourselves and others.
FREE	Communication takes place between self and others.	A good communicator does not monopolize the conversation..	Effective communication can be learned.	Talking, nonverbal gestures, and behavior must all give the same message.
Warmth and friendliness toward the listener will help the listener concentrate on the message.	Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from the other.	FREE
An I-message can be used to express one's feelings and needs.	Through communication we gain knowledge.	FREE	Communication can be written, verbal, or nonverbal.	We build trust by doing what we say we will do.

Communication Bingo Card H				
Communication can Be written, verbal, or nonverbal.	Pitch, tone, volume, and speed of words give messages.	FREE	We communicate consciously and unconsciously..	Through communication we build or destroy trust
A good listener will look at the speaker and give full attention to the speaker.	Talking, nonverbal gestures, and behavior must all give the same message.	Through communication we learn about ourselves and others..	FREE	A good communicator does not monopolize the conversation.
FREE	We build trust by doing what we say we will do.	An active listener will paraphrase ideas and feelings.	Effective communication takes place when thoughts are organized.	Through communication we gain knowledge.
Verbal and nonverbal communication can be used together.	FREE	Most communication problems arise from emotional or social problems rather than poor word use.	Talking, nonverbal gestures, and behavior must all give the same message.	Facial expression is an example of nonverbal communication.
A good listener will be an attentive listener and nod or say things such as "I see," or "I understand."	Through communication we learn about ourselves and others.	A good communicator does not interrupt others.	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE

COMMUNICATION PROBLEMS

Directions: Reproduce and cut problems apart. Give each bingo player one problem.

Interruptions can cause communication problems.	Lying destroys trust.	Talking against someone's religion causes problems.	Hiding your feelings may cause communication problems.	Not looking at the speaker may cause communication problems.
Listening to others only so you may judge them may cause communication problems.	Adults ignoring kids when other adults are around causes communication problems.	Mumbling may cause communication problems.	Yelling may cause communication problems.	Anger may cause communication problems.
Violence may cause communication problems.	Not concentrating may cause communication problems.	Talking to an answering machine may cause communication problems.	Not listening may cause communication problems.	Daydreaming rather than listening can cause communication problems.
Thinking about what you are going to say while the other person is speaking causes communication problems.	Prethinking what someone is going to say may cause communication problems.	Listening to detail rather than for an entire message may cause communication problems.	Several people giving different messages may cause communication problems.	Different traditions may cause communication problems.
Communicating when tired may cause communication problems.	Communicating when busy may cause communication problems.	Thinking that the message is common sense may cause communication problems.	Not paying attention to people's feelings may cause communication problems.	Not paying attention to the speaker's body language may cause communication problems.
Not paying attention may cause communication problems.	Too many people talking at once may cause communication problems.	Listening for a pause can cause communication problems.	Talking while the speaker is talking may cause communication problems.	Interruptions may cause communication problems.

Teacher's Master List For Communication Bingo

- Through communication we build or destroy relationships.
- We communicate consciously and unconsciously.
- An important part of communication is listening.
- Communication is an exchange of thoughts, feelings, or emotions.
- Through communication we learn about ourselves and others.
- An active listener will paraphrase ideas and feelings.
- Most communication problems arise from emotional or social problems rather than poor word use.
- Pitch, tone, volume, and speed of words give messages.
- Talking, nonverbal gestures, and behavior must all give the same message.
- Communication is an exchange of thoughts, feelings, or emotions.
- A good communicator does not interrupt.
- An I-message can be used to express one's feelings and needs.
- Through communication we gain knowledge.
- A good listener will be aware of body language and tone.
- Through communication we build or destroy trust.
- Communication takes place with self and others.
- Facial expression is an example of nonverbal communication.
- Warmth and friendliness toward the listener will help the listener concentrate on the message.
- A good listener will look at and give full attention to the speaker.
- A good communicator does not monopolize the conversation.
- Verbal and nonverbal communication often are used together.
- Body movement is nonverbal communication.
- A good listener will not talk or think about how to respond.
- We build trust by doing what we say we will do.
- Effective communication can be learned.
- Effective communication takes place when one person gets the correct message to or from another.
- Effective communication takes place when thoughts are organized.
- A good listener will be an attentive listener and nod or say things such as "I see" or "I understand."
- Communication can be written, verbal, or nonverbal.
- A good listener will hear a speaker's message and accept the speaker's feelings.

COMMUNICATION GENERALIZATIONS

Communication is an exchange of thoughts, feelings, and emotions. Communication takes place with self and others. Communication can be written, verbal, or nonverbal. We communicate consciously and unconsciously.

Communication affects relationships among people. Through communication we:

1. Learn about ourselves and others.
2. Build or destroy relationships.
3. Build or destroy trust.
4. Gain knowledge.

Communication takes place when one person receives a correct message from another. Effective communication can be learned. It sounds easy, but it is not. Most communication problems arise from emotional or social problems rather than poor word usage.

Two basic parts of communication are:

1. Sending clear messages
2. Listening, listening, LISTENING

Some tips for sending messages effectively are:

1. Repeat the message: use words, pictures, and written form.
2. Use statements, nonverbal gestures, and behavior that give the same message.
3. Organize thoughts; give complete and specific messages; give background and viewpoint.
4. Use I-messages; give background and viewpoint.
5. Build trust with honesty.
6. Help the listener concentrate on the message by showing a friendly attitude.

Some listening tips are:

1. Hear the speaker's message and accept the speaker's feelings. (This does not mean that you approve or agree but that you hear.)
2. Look at the speaker; give the speaker full attention.
3. Do not talk or think about how to respond.
4. Ask questions when you need something made clear.
5. Be an attentive listener. Nod or say things such as "I see," "Oh," or "Go on."
6. Be an active listener by paraphrasing ideas and feelings: "You're concerned about Bill."
7. Be aware of body language and voice tone.
8. Don't justify or be defensive when listening to someone else.

While speaking, one should remember that the pitch, tone, volume, or speed of one's words can give additional messages. (A high-pitched voice and quickly spoken words may indicate excitement.)

Nonverbal communication is also called body language. It is estimated that there are more than 700,000 nonverbal communication signals. Some of the nonverbal signals are:

1. Facial expressions
2. Body movements
3. Gestures
4. Pauses
5. Blushing
6. Not speaking
7. Clothes
8. Posture
9. Personal surroundings and possessions

Verbal and nonverbal communication signals often are used together. When the verbal and nonverbal signals are different, the listener usually accepts the nonverbal signal.

Examples:

- a. "Your father and I are very glad you got the job." (Mom and Dad are both reading the newspaper; only one looks up and replies when their daughter tells them her good news.)
- b. "I don't care if he calls me tonight." (Janis has slumped shoulders and her mouth is tight as she speaks.)

Some communication problems are caused when a person:

1. Does not listen
2. Listens for a pause in order to speak
3. Thinks about a response rather than listening to the message
4. Prethinks what the other person is going to say and misinterprets the speaker's message
5. Listens in order to judge rather than to understand what is spoken
6. Understands words, but not the meaning of the words
7. Lacks trust in the speaker when the verbal and nonverbal messages are different
8. Listens for content rather than for the speaker's feelings
9. Uses too many words in communicating a message
10. Hears different messages from several people about the subject
11. Does not understand that tradition, custom, word usage, and word meaning can obscure a message
12. Sends a message to a receiver who is too tired or busy to listen to it
13. Sends an unclear message

Actions Speak Louder than Words

This card game, described by David W. Johnson in his book *Reaching Out*, allows students to practice non-verbal communication of feelings. Although its instructions call for sitting on the floor, students are able to play this game sitting in their table groups. The procedure specifies that players “may not use words and sounds during the game, but must communicate only by nonverbal means, such as facial expressions, eye contact, gestures, posture, and touch” (Johnson, 2000, p. 202). Each card represents a different emotion, and students must express these without using words. Concluding discussion questions are suggested by Johnson are included here as well.

1. Form groups of six. Sit on the floor in a circle. Do not use a table. Deal out a deck of ordinary playing cards until everyone has the same number of cards and there are at least three cards left in the draw-deck. The draw-deck is placed face down in the center of the circle.
2. The winner of the game is the person who gets rid of all his/her cards first. You get rid of your cards by correctly identifying the feelings expressed by other group members and by accurately communicating feelings to the other group members.
3. Group members take turns expressing one feeling. To begin, the person on the dealer’s left selects a card from his/her own hand and lays it face down in front of him/her. He/She is now the expresser. The remaining group members are to identify the feeling he/she expresses. Then he/she expresses nonverbally the feeling on the card. The feeling each card represents is listed in item 9. The other people check their hands to see if they have a card that matches the feeling that was expressed. If so, they place the card(s) face down in front of them. If not, they pass.
4. When all the cards are down for the first round, they are all turned face up at the same time. If one or more of the receivers have matched the expresser’s card, the expresser puts his/her card and all the matching cards face down on the bottom of the draw-deck.
5. Any group member who put down a wrong card must return it to his/her hand and draw an additional penalty card from the

top of the draw-deck. You draw the same number of penalty cards from the draw-deck as the number of cards you put down in front of you.

6. If no other group member matched the expresser's card, then the expresser failed to communicate and he/she returns his/her card to his/her hand and draws a penalty card from the draw-deck. In this case, the other people return their cards to their hands but do not draw penalty cards.
7. When you have two or three cards representing the same feeling, you must play all the cards if you play one of them. If you have several queens, for example, you must play all of them if you play queens at all. So, as expresser or receiver, you may get rid of two or three cards. Or you may have to draw two or three penalty cards.
8. The expresser may use any nonverbal or unspoken behavior he/she wishes in order to communicate accurately the feeling he/she is portraying. No words may be spoken or sounds made. You may use your hands, your head, and your whole body, and you may involve other group members by touching them or engaging them in a nonverbal interchange.
9. Each card represents a different feeling:

2 = contentment

3 = shyness

4 = indifference

5 = fear

6 = frustration

7 = loneliness

8 = sorrow

9 = anger

10 = hope

Jack = happiness

Queen = joy

King = warmth

Ace = love

Joker = admiration

10. Discuss the following questions:
 - a. Was it difficult or easy to express feelings nonverbally? Why or why not?
 - b. Was it difficult or easy to interpret the nonverbal expressions? Why or why not?
 - c. What nonverbal messages were most and least understandable?
 - d. What did you learn about yourself from this game? (Johnson, 2002, pp. 202-204)

Standards Addressed in Section 2

English-Language Arts Content Standards

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

HECT Challenge Standards

Transferable and Employability Skills Standard 2: Personal, Interpersonal, and Communication Skills

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:

- 2.5 Assessing and practicing effective nonverbal, oral, and written communication skills appropriate for various relationships and situations

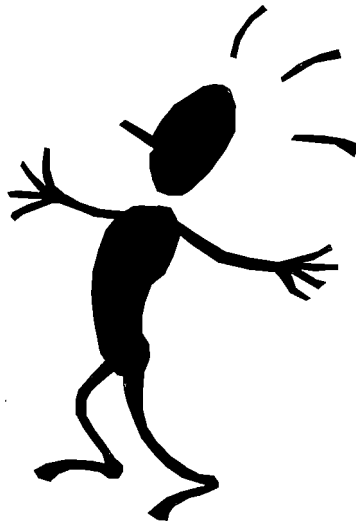
Family Living and Parenting Education Standard 4: Positive Relationships

Students will understand that positive relationships are built on feelings of self-worth, effective communication, common values and goals, and responsible behavior. They will demonstrate content proficiency by:

- 4.2 Analyzing the positive qualities of their relationships, including those with family, friends, teachers, and employers;
- 4.3 Explaining communication strategies that can resolve conflicts and build successful relationships;
- 4.4 Describing and applying effective verbal and nonverbal communication skills that build positive relationships, enhance self-esteem, and increase respect for others.

SECTION 3

DESCRIPTION



Kim's Game

Kim's game is an exercise in noticing and remembering details. It has been widely used by educators and Girl Scout leaders alike for years, originating from Rudyard Kipling's story Kim. The Developing Child suggested its use to introduce a unit on intellectual development. Place fifteen common items on a tray; allow students two minutes to study the items; then cover the tray. Students must list as many items as they can remember and compare their lists. This leads into a discussion of the processes for remembering facts and concepts and speculation as to how an infant's memory develops. Students record their reactions and conclusions for a journal entry.

Kim's Game

Reactions To Memory Game

1. What enables you to remember?
2. How does your ability to remember compare with an infant's ability to remember?
3. How is memory related to learning?
4. How are they both related to intellectual development?

Activity from *The Developing Child*, Chapter 10 Introduction:
Memory Game (also known as "Kim's Game": Prepare and cover a large tray with 15 common household items arranged on it. Uncover and give students two minutes to study the tray; then re-cover it. Ask them to list from memory all the items on the tray.

Child Observations

An important part of child development and parenting classes are child observations. As stated in *The Developing Child*, observing children is important “to better understand their development; ... (it) helps you learn about individual children; ... can also help you identify children who have special needs or disabilities; ... gives you important feedback about your own approach to parenting or teaching” (Brisbane, 2000, p. 39).

Even if students are not working in a daycare environment, they can accomplish an observation assignment. Most students have young siblings or other young relatives or neighbors or friends with young children. If students still have difficulty finding a child to observe, they can observe at a park, playground, shopping mall, or fast-food restaurant.

Observation assignments require students to notice and focus on details and accurately describe those details with precise language.

Brisbane described four types of child observation records:

- Running record: The observer writes down everything a child does during a specified period of time;
- Anecdotal record: Observer writes down how a child reacts regarding a particular issue. The observation should be repeated for accuracy.
- Development checklist: The observer checks off skills and behaviors typical for a specified age as the child performs them; and
- Frequency count: The observer counts and tallies how often a particular behavior takes place.

Included here are sample observation forms adapted from *Observing & Participating*, a supplement for *The Developing Child* text. These should be tailored to suit the preferences of an individual teacher or the environment of the observation site.

Name: _____
Date: _____ Period: _____

Anecdotal Record Observation

Location of Observation: _____

Description of Child(ren) being observed: _____

Purpose: _____

First Observation: Date & Time: _____

Description & Interpretations of Event:

Second Observation: Date & Time: _____

Description & Interpretations of Event: _____

Name: _____

Date: _____ Period: _____

Developmental Checklist Observation

Date & Time of Observation: _____

Location: _____ Child: _____ Age: _____

Motor Skills Checklist Ages Two to Four

Large Motor Skills	Observed	Not	Comments
		Observed	
Walks steadily	_____	_____	_____
Runs	_____	_____	_____
Stops smoothly when running	_____	_____	_____
Skips	_____	_____	_____
Hops	_____	_____	_____
Climbs objects	_____	_____	_____
Alternates feet going up stairs	_____	_____	_____
Alternates feet going down stairs	_____	_____	_____
Jumps off bottom step	_____	_____	_____
Jumps up and down	_____	_____	_____
Balances on one foot	_____	_____	_____
Walks on tiptoe	_____	_____	_____
Pushes self on wheeled toys	_____	_____	_____
Pushes self on wheeled toys	_____	_____	_____
Rides tricycle	_____	_____	_____
Throws ball	_____	_____	_____
Kicks ball	_____	_____	_____
Catches ball	_____	_____	_____

Large Motor Skills	Observed	Not Observed	Comments
Turns pages of book one at time	_____	_____	_____
Screws lids on/off containers	_____	_____	_____
Builds tower of six blocks	_____	_____	_____
Builds tower of eight blocks	_____	_____	_____
Builds tower of ten blocks	_____	_____	_____
Strings large beads	_____	_____	_____
Draws lines	_____	_____	_____
Draws circles	_____	_____	_____
Draws recognizable pictures	_____	_____	_____
Cuts with scissors	_____	_____	_____
Uses fork/spoon w/little spilling	_____	_____	_____

Conclusions:

Name: _____
Date: _____ Period: _____

Frequency Count Observation

Date & Tim of Observation: _____

Location: _____

Description of Child: _____

Purpose: _____

Frequency Record: (One tally mark for each act)

--

Notes and Comments:

Conclusions:

Standards Addressed in Section 3

English Language Arts Content Standards

Writing:

- 1.0 Writing Strategies
 - 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 2.0 Writing Applications
 - 2.6 Write technical documents
 - 2.7
 - a. Report information and convey ideas logically and correctly
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension

HECT Challenge Standards

Child Development and Guidance Standard 2: Studying and Understanding Children:

Students will understand the importance of studying the development of children and methods used in child development research. They will demonstrate content proficiency by:

- 2.2 Using observation techniques to study children's behavior and interpret findings.

Child Development and Guidance Standard 4: Child Growth and Development:

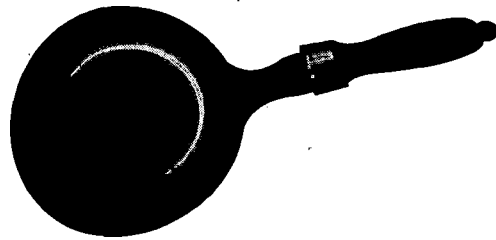
Students will understand the stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities.

They will demonstrate content proficiency by:

- 4.1 Identifying and comparing the commonly accepted areas and principles of child development

SECTION 4

REFLECTION



Biopoem

A biopoem is a poem students compose according to a given format and reflects who they are, their experiences and feelings. It can be a valuable addition to a unit on self-concept or self-esteem. The format used here was set out in the glossary of *Roots in the Sawdust: Writing to Learn Across the Disciplines* (Gere, 1985):

- Line 1: First name
- Line 2: Four traits that describe character
- Line 3: Relative ("brother," "sister," "daughter," etc.)
of _____.
- Line 4: Lover of _____ (three things or people)
- Line 5: Who feels _____ (three items)
- Line 6: Who needs _____ (three items)
- Line 7: Who fears _____ (three items)
- Line 8: Who gives _____ (three items)
- Line 9: Who would like to see _____ (three items)
- Line 10: Resident of _____
- Line 11: Last name

Most poems received from students will not be considered works of art, but the assignment serves to stimulate introspection. Included here is an upbeat example of a biopoem written by a student at Colton High School, who graciously allowed its use here.

Anne

Friendly, fun-loving, outgoing, and smart

Sister of intelligence

Lover of candy, laughter, and sleep

Who feels wanted, loved, and cared for

Who needs shelter, support, and love

Who fears the dark, clowns, and thunder

Who gives hope, love, and kindness

Who would like to see monkeys fly, snakes jump, and fish run

Resident of dreamland

Suh

Journaling

Journal writing allows students opportunity to reflect on their own experiences and make a connection to the content being taught. It is an especially useful tool in child development and parenting classes, where students can reflect on their own childhoods and apply their memories and experiences to theories and patterns of child development.

It is beneficial for a teacher to assign a journal prompt for each week or unit of study, assuring students that its contents will be confidential. To ease tension in the assignment and allow risk-taking, assure students that they will receive points for writing about the topic assigned; they are not being graded on grammar, spelling, or writing ability. Because adolescents often choose to minimally complete an assignment, it is advisable to state a minimum length for the journal entry. This forces the student of few words to reflect more thoroughly.

If a more detailed assessment of journal articles is necessary, a general rubric can be employed, such as the one that follows and was shared by Catherine Humphrey, a facilitator at the 2000 Inland Area Writing Project and English teacher at Etiwanda High School, Rancho Cucamonga, California. It provides students with motivation for high-quality performance and can be applied to all areas of writing.

Rubric for General Assessment

- 6 Goes beyond the requirements of the task:
competent + insightful.
- 5 Fully achieves the requirements of the task:
competent, thorough.
- 4 Substantially achieves the requirements of the
task; general understanding; minor flaws but
satisfactory.
- 3 Limited completion of the requirements of the task;
serious flaws but nearly satisfactory.
- 2 Requirements of task not completed.
- 1 Does not achieve any of the requirements of the
task. (Humphrey, 2000)

Often child development classes require a baby simulation project, where students must care for some type of infant simulator for a few days to a week. Until approximately 1995, most FCS programs required students to carry an egg or flour baby to learn the responsibilities of parenthood. Since that time, however, companies such as Baby Think It Over® have developed an infant simulator with computerized box that records the student's care. The baby cries sporadically and requires the insertion of a key to simulate the time needed for care. A daily journal provides opportunity for students to reflect on this experience and explore their feelings and reactions and consider the consequences of early parenthood.

Baby Simulator Journal

Promise

Congratulate me! I am about to become the proud parent of a beautiful baby simulator. In this journal, I will record my experiences in caring for my baby and my feelings about this new responsibility. I will describe how I care for him/her, where he/she sleeps, how he/she behaves when we are out, and how other people react to my child. I promise to provide a place where he/she will be safe and to take total responsibility for my baby 24 hours a day for five days. At all times I will be caring for this child. If I absolutely cannot take him/her someplace, I will find a responsible babysitter to care for him/her.

Parent Signature

Date



Journal Guide Questions

Each day, record your thoughts, feelings, and reactions to this project on separate sheets of paper to include in your Baby Book.

Day 1

- Did you have a boy or a girl? Are you pleased about the sex of your child?
- What is your child's ethnicity? Does it resemble your own?
- What did you name your child? Why did you choose that name?
- How do you feel about getting your baby?
- Describe the baby items you selected for your child (clothing, diapers, blanket, carrier).

Day 2

- Did you take good care of your child during its first day with you? What did you do? Did you encounter any problems?
- Did you keep your baby with you all the time?
- If you had to leave your baby, who baby-sat for you? What did you pay for this babysitting service?
- Was there any time that you forgot you had your baby and left it alone?

Day 3

- What special things have you done for your baby since this project began?
- Have you done anything to promote your baby's intellectual, social, or emotional growth? If so, what?
- What are your feelings toward your baby now that he/she is three days old?
- Do you wish that this project would be over tomorrow?

Day 4

- Have you grown attached to your baby?
- Do you take your baby with you wherever you go and expose him/her to new experiences?
- Has anyone made fun of your child? Explain.
- Has anyone complimented your child? Describe.
- How do you feel when someone talks about your baby?

Day 5

- If this were a real baby, would you be ready for the responsibility?
- What characteristics do you have that will help you be a good parent?
- What characteristics do you need to improve to be a good parent?
- Did you notice a change in your social life since you had your baby? If so, what?
- What would your social life be like with a real baby?
- Did you have to make any sacrifices for your child? If yes, what?
- What sacrifices would you make for a real baby?
- Do you feel that you would make a good parent? Why or why not.
- What were the three most important things that you learned from this project?

Values, Goals, Decision-Making

Reflecting on one's values and goals and learning how to make wise choices is a critical unit in several family and consumer sciences courses. Below are suggestions for discussion and journaling.

Transparency Master

PERSONAL VALUES

- List five specific values that you consider important in your own life.
- Now discuss your list with your group members. How are the lists alike? How and why are they different?

How do you think the values you listed were formed and became important to you?

(Write a one-page journal explaining and giving examples)

Examples Of Values

Adventure	Appearance
Beauty (Personal)	Beauty/Aesthetics
Change	Charity
Children	Compassion
Conformity	Creativity
Democracy	Dignity
Education	Equality
Extravagance	Faithfulness In
Humility	Marriage
Family Relations	Family Stability
Family Security	Financial Security
Financial Success	Freedom
Friendship	Helping Others
Honesty	Independence
Individual Liberty	Individuality
Initiative	Knowledge
Leisure	Loyalty
Maturity	Money
Moral Courage	Nature
Obedience	Perseverance
Personal Integrity	Physical Health
Power	Practicality
Recognition	Religion
Respect Authority	Saving For Future
Security	Self-Worth
Social Prestige	Tradition

6 STEPS TO GREAT DECISIONS

1. Define the problem or issue
2. Reflect on personal values and goals
3. Identify your choices
(alternatives, options)
4. Consider the consequences of
each choice (alternative, option)
5. Select the best course of action
(Make your decision - Act on it)
6. Evaluate your decision

Take responsibility!

DECISIONS-DECISIONS-DECISIONS

- Identify two decisions you currently face – one that deals with an everyday issue and one that is more serious or complex.
- Now list the six steps of the decision-making process.
- Using the list, write responses to each step for the everyday decision and again for the more serious one. If possible, arrive at acceptable decisions.
- Finally, write a brief analysis of how this process helps you think more clearly and rationally about each situation.

More Journal Prompts

1. Describe your relationships with children in your life today. Do you like children and enjoy talking with them? Do you know how to care for children of different ages? Do children like you? Give examples to support your answers.
2. Explore your ideas and opinions about the relationships between childhood and parenthood. Is a happy childhood good preparation for parenthood? Can a person who has had an unhappy childhood become a good parent? If so, how? If not, why not?
3. Examine your personal values. Explain and give examples of the value most important to you, describing how it became so important. What personal goals have developed as a result of this value?
4. Consider a critical decision you must make. Write an analysis of this decision, following the six decision-making steps (i.e., define the issue, consider values and goals, identify options, select the best course of action, and evaluate the decision). Did the decision-making guidelines prove beneficial? Explain.
5. Describe a conflict you encountered with a friend or family member? How did you handle the conflict? Was it successfully resolved? If so, what made for successful resolution? If not, what could you have done to make it successful?

6. How is anger both appropriately and inappropriately expressed by teenagers? List and compare socially acceptable ways for teenagers to express anger and socially acceptable ways for preschoolers to express anger. How do people learn to express anger?
7. Describe your image of the “ideal family.” Identify critical elements and explain how they might be attained.
8. Consider the major types of family structure: nuclear, single-parent, blended, and extended. For each type, describe a family you know, explaining some of its advantages, disadvantages, challenges, and rewards.
9. Your best friend moved away and recently wrote you a letter describing his/her newest romantic interest. Your friend is thinking about having sex with this person. Write a letter of advice to your friend.
10. After viewing the movie *Too Soon for Jeff*, identify and describe the parenting issues and responsibilities Jeff had to face. How would you deal with these issues in a similar situation?
11. My most memorable moment during the Baby Think It Over® Program.
12. Describe your reactions and experiences while caring for an infant simulator. How was the actual experience different from your expectations? What did you learn from this project?
13. Compose and illustrate an ad for the perfect parents. Suggest qualities, characteristics, and other requirements.

14. Describe what you believe would be some of the rewards of parenthood. Give reasons to support your selections.
15. A friend confided in you that she is pregnant. Among her concerns is that she will “get fat.” Write a letter to her explaining how to have a healthy pregnancy. Focus on nutritional information, foods she should eat, those she should avoid, and explain the reasons.
16. Design a website on how to have a healthy pregnancy. Create a unique title for this site and prepare links to nutrition, alcohol, tobacco, illegal drugs, and prescription drugs. For each link, write an informational paragraph.
17. Consider advantages and disadvantages of both cloth and disposable diapers. Which would you choose or would you use both? Explain the reasons and circumstances for your choices.
18. Both breastfeeding and bottle-feeding an infant have advantages and disadvantages. Explain how you would choose to feed your baby, giving your reasons.
19. DISCIPLINE: Brainstorm at least 6 words or phrases this word brings to mind.
20. Discipline should not be confused with punishment; it really means “teaching” – teaching a child how to behave in socially appropriate ways. In your journal, reflect on and describe how you were disciplined as a child. What effect did these methods have on you? How will you discipline your own children?

21. Recall your earliest school experiences. What discipline methods did your teachers use to encourage children to behave in socially appropriate ways? What worked? What did not work? Why?
22. Write about your goals as parents (or future parents). Consider such questions as: How do you want to treat your children? What will you do to provide enrichment and encouragement, love, and support for your children? Do you worry about whether your children might be deprived? Over-parented? What could you do to avoid those problems?
23. Describe one thing that is special about your family, giving reasons and examples to support your selection.
24. Describe one member of your immediate or extended family who is especially important to you. What characteristics or events have made that person significant in your life?
25. Describe a holiday tradition your family holds. What makes it important to you? Would you continue this tradition with your future family? If so, would you make any changes? If not, why?
26. Imagine you are three days old. Your mother is probably taking you home from the hospital. Write about your experiences.
27. Provide students with various baby toys and have them discuss and answer the following questions: How would a baby play with this toy? At what age do you think a baby would be ready to notice this toy? Handle it? How might play change as the baby grew and developed? What would a baby learn from playing with this toy?

28. After making and playing with play dough, describe how this activity encourages all aspects of development in a child: physical, social, emotional, and intellectual.
29. List all the foods you ate within the last twenty-four hours. Place these foods, along with the number of servings, on a diagram of the daily food guide pyramid. Describe both the good and bad features of your diet and explain what you might do to improve it.
30. Following instruction of the Dietary Guidelines for Americans, critique your own lifestyle. In what ways do you follow these guidelines? Determine what you might do to improve your health.

Poetry Prompts

Poetry related to the subject being taught provides an excellent prompt. Students read and discuss the piece, then journal their reflections and reactions. Tom Krause's "Just Me" could be incorporated into a unit on self-concept or relationships. Instructional Patterns: Curriculum for Parenthood Education (California State Department of Education) prepared a worksheet to preface Dorothy Nolte's poem "Children Learn What They Live." Before seeing the poem, students anticipate what a child will learn from various experiences, and then compare their answers with the actual poem. Following class sharing, each student chooses a line of the poem they can relate to and writes about it.

"Winners vs. Losers" was a poem distributed by e-mail, its original authorship apparently being lost. It provides a journal prompt in a self-concept/self-esteem unit; and more creative students can compose their own winner/loser definitions.

Unit Of Study: Self-Concept Or Relationships

Directions: Read and reflect on the following poem. Looking back on your own childhood, write a one-page response, possibly relating a similar experience.

JUST ME

From the time I was little, I knew I was great
'cause the people would tell me, "You'll make it - just wait."
But they never did tell me how great I would be
if I ever played someone who was greater than me.

When I'm in the back yard, I'm king with the ball.
To swish all those baskets is no sweat at all.
But all of a sudden there's a man in my face
who doesn't seem to realize that I'm king of this place.

So the pressure gets to me; I rush with the ball.
My passes to teammates could go through the wall.
My jumpers not falling, my dribbles not sure.
My hand is not steady, my eye is not pure.

The fault is my teammates - they don't understand.
The fault is my coaches - what a terrible plan.
The fault is the call by that blind referee.
But the fault is not mine; I'm the greatest, you see.

Then finally it hit me when I started to see
that the face in the mirror looked exactly like me.
It wasn't my teammates who were dropping the ball,
and it wasn't my coach shooting bricks at the wall.

That face in the mirror that was always so great
had some room for improvement instead of just hate.
So I stopped blaming others and I started to grow.
My play got much better and it started to show.

And all of my teammates didn't seem quite so bad.
I learned to depend on the good friends I had.
Now I like myself better since I started to see
that I was lousy being great - I'm much better being me.

Tom Krause

Name _____
Period _____
Date _____

INTRODUCTION: Babies are born with the ability to do some things at birth; however, most developmental tasks are learned. They watch, listen, feel, and learn about everything around them. A baby can sense if the person holding him or her is comfortable. Babies know when the people around them are angry. What children see is what they learn. It is extremely important that the caregivers, or people around the child, be good models. They show a child by example how something is to be done, rather than just telling the child with words.

DIRECTIONS: Fill in the blanks with what you think a child will learn:

CHILDREN LEARN WHAT THEY LIVE

If a child lives with:

Criticism, the child learns to: _____

Hostility, the child learns to: _____

Ridicule, the child learns to be: _____

Shame, the child learns to feel: _____

Encouragement, the child learns: _____

Tolerance, the child learns to be: _____

Praise, the child learns: _____

Acceptance, the child learns to: _____

Approval, the child learns to: _____

Honesty, the child learns: _____

Security, the child learns: _____

Friendliness, the child learns the world is a nice place in which to live.

NOW COMPARE your answers with the poem by Dorothy Law Nolte.

JOURNALING: Reflect upon your childhood experiences. Choose one line that describes what you lived with as a child and write at least one page about it, relating its effect on you.

Children Learn What They Live
By Dorothy Law Nolte

If children live with criticism,
 They learn to condemn.
If children live with hostility,
 They learn to fight.
If children live with ridicule,
 They learn to be shy.
If children live with shame,
 They learn to feel guilty.
If children live with encouragement,
 They learn confidence.
If children live with tolerance,
 They learn to be patient.
If children live with praise,
 They learn to appreciate.
If children live with acceptance,
 They learn to love.
If children live with approval,
 They learn to like themselves.
If children live with honesty,
 They learn truthfulness.
If children live with security,
 They learn to have faith in themselves and others.
If children live with friendliness,
 They learn the world is a nice place in which to live.



Copyright © 1972/1975 by Dorothy Law Nolte, Ph.D.
This is the author-approved short version.

Activity source: Adapted from *Instructional Patterns: Curriculum for Parenthood Education*

Journal Prompt: Self-Concept/Self-Esteem

- Respond to at least one of the following couplets, relating a personal experience.
- Create your own “winner-loser” couplet.

WINNERS VS. LOSERS

(Author Unknown)

A WINNER IS ALWAYS PART OF THE ANSWER.
A loser is always part of the problem.

A WINNER ALWAYS HAS A PROGRAM.
A loser always has an excuse.

A WINNER SAYS, "LET ME DO IT FOR YOU."
A loser says, "That's not my job."

A WINNER SEES AN ANSWER FOR EVERY PROBLEM.
A loser sees a problem for every answer.

A WINNER SAYS, "IT MAY BE DIFFICULT, BUT IT'S POSSIBLE."
A loser says, "It may be possible, but it's too difficult."

WHEN A WINNER MAKES A MISTAKE, HE SAYS, "I WAS WRONG."
When a loser makes a mistake, he says, "It wasn't my fault."

A WINNER SAYS, "I'M GOOD, BUT NOT AS GOOD AS I COULD BE."
A loser says, "I'm not as bad as a lot of other people."

A WINNER FEELS RESPONSIBLE FOR MORE THAN HIS JOB.
A loser says, "I only work here."

Portfolios

It is a common practice for family and consumer sciences teachers to require their students to save their work. In a foods class, students might save copies of the recipes they prepare; in clothing classes, students prepare sewing technique samples; in pre-school aides class, students save child activity samples. A teacher need only take this practice two steps further to turn these collections into portfolios: selecting and reflecting. For example, students in a foods class would select those recipes that they enjoyed making and that they can visualize a future occasion and audience when they might again prepare them. Students then write a reflective summary of their selections, describing the reasons for their choices.

Name _____
Period _____
Date _____

Recipe Portfolios

1. Portfolio has cover with personal coat of arms attached to front.
YES/NO
2. Pages are punched and bound with paper fasteners. YES/NO
3. Number of recipes in portfolio: _____
4. Number of useful handouts: _____
5. Select personal assignments (no group work) to include that are samples of your best work. How many? _____
6. After reviewing the items in your portfolio, on a separate sheet of paper write a one-page evaluation:
 - a. Explain the value of the recipes, handouts and work samples, giving reasons for keeping them.
 - b. How could you use them in the future?
 - c. Describe reasons for any discards.
 - d. Based on your selections, summarize what you liked best about this class and ways it can be improved. What will you do to improve your portfolio in your next foods class?

Standards Addressed in Section 4

English-Language Arts Content Standards

Writing

1.0 Writing Strategies

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

2.0 Writing Applications

- 1.1 Write biographical or autobiographical narratives or short stories
- 1.2
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters

HECT Challenge Standards

Family Living and Parenting Education Standard 3: Personal

Development

Students will understand the factors that affect the development of self-concept, values, character, personality, and philosophy of life. They will demonstrate content proficiency by:

- 3.1 Identifying personal values and goals and describing the role of values in making decisions and achieving goals;
- 3.2 Comparing, prioritizing, and setting short-term and long-term goals; and
- 3.3 Describing the factors that contribute to the development of character and personality.

Child Development and Guidance Standard 1: Responsible Parenting

Students will understand the decisions and responsibilities of parents. They will demonstrate content proficiency by:

- 1.1 Identifying parenting responsibilities;
- 1.2 Describing parenting skills that meet physical, emotional, social, and intellectual needs of the child;

- 1.3 Analyzing the major decisions and responsibilities of being a parent.

Child Development and Guidance Standard 5: Guidance and Discipline

Students will understand the positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children. They will demonstrate content proficiency by:

- 5.1 Defining self-worth;
- 5.2 Describing the relationship of a child's behavior to the commonly accepted principles of child growth and development;
- 5.3 Describing and comparing various approaches to child guidance and their effect on self-worth;
- 5.4 Analyzing techniques used to provide positive reinforcement with children in given situations and at various stages of development;
- 5.5 Describing communication techniques and assessing the effects of their use with the child.
- 5.6 Analyzing the relationship of guidance to the development of self-discipline
- 5.7 Assessing the effectiveness of various guidance strategies in promoting self-worth and self-discipline in children.

Food and Nutrition Standard 1: Nutrition and Health

Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle. They will demonstrate proficiency by:

- 0.1 Defining the relationship between nutrition and good health; explaining and comparing the food categories and recommended servings in the Food Guide Pyramid with those in their daily diet.

SECTION 5

ANALYSIS



Magazine and Newspaper Articles

Magazines and newspapers provide students of family and consumer sciences with up-to-date information and ideas. Internet allows students to access major newspapers for various projects related to family and consumer sciences. The website for the Los Angeles Times (latimes.com) is especially beneficial, as students can explore careers using the classified section, research health issues, and find current recipes and food-related articles. Although their food and health sections will not be as large, most local newspapers, such as the San Bernardino County Sun (sbcsun.com) have websites where students can research local classified sections.

Magazines are a current source for information, as well. A school's family and consumer sciences department may opt to subscribe to one or two (e.g., Parents Magazine or Parenting), the school's library most likely subscribes, and many magazines are now available on-line. Students glean and retain the information more readily if structured reading techniques are applied. For example, students could be required to write a summary sentence for each paragraph; in a multi-sectioned article, they might briefly summarize each section.

Karen Stepanian, a teacher at Etiwanda High School, presented a structured approach to analytical reading and writing to the Inland Area Writing Project in July 2000. She suggested that students work in groups of four when analyzing a complicated article. All students in the group read the article, but collaborate by assigning each a specific task to perform: the "summarizer" prepares a brief summary of the central idea and supporting points; the "building inspector" prepares a brief description of the structure of the text (main idea and writing strategies); the

“connector” finds connections between the reading and life applications or the reading and other writing on similar topics; and the “discussion director” helps the group discuss the article and records reactions. To provide evidence to the teacher, students simply fold a plain 8 ½ x 11-inch paper into fourths, and each group member summarizes their findings in one of the quarters. Students should change roles with each reading assignment, enabling them to form a habit of reading with these roles in mind.

Video Prompts

There is a wealth of video movies that interest students and illustrate principles being taught in family and consumer sciences and lend themselves to writing prompts. Examples include *Too Soon for Jeff*, dealing with parenting issues and responsibilities (see Sec. 4, Journal Prompt 10), and Hallmark's version of *The Secret Garden*, which can be used to compare attitudes toward children in today's society with those of the past. Child abuse and neglect is reflected in the movie *Child of Rage* (formerly shown on national television and more recently on the Lifetime network).

Numerous movies could provide writing prompts for family living classes, as they illustrate principles found in "Family Living and Parenting Education Content Areas Standards." Students still enjoy classic movies, such as *On Golden Pond*, starring Katherine Hepburn and Harry and Jane Fonda, that allows students to focus on problems and issues relating to the aging parent and its effect on family relationships. *Mr. Mom* was innovative in its time, portraying nontraditional family role models. A more recent movie, *Stepmom*, starring Julia Roberts and Susan Sarandon, deals with the complications of stepparent families, as well as the death of a family member.

THE SECRET GARDEN

After watching *The Secret Garden*, in essay form, compare and contrast childhood past and present, stating examples from the movie. Include in your discussion the following topics:

- Work and play
- Health, nutrition, eating customs
- Clothing styles
- Education
- Parental /caregiver's love

Imagine yourself in Mary's place and consider your own childhood:

- How is your life different nowadays?
- What might you have gained with her experiences?
- What might you have lost?

Video Prompt Transparency
Child development topic: emotional & social development

Video Analysis For
CHILD OF RAGE

A Lifetime Movie Directed By Larry Peerce

1. Name and describe the underlying causes for Catherine's (Cat's) behavior.
2. Describe the methods used to change Cat's behavior.
3. In your opinion, will Cat ever be "normal"?
4. Why did her brother Eric not exhibit the same behavior?

Topic: Family Relationships

VIDEO ANALYSIS FOR

ON GOLDEN POND

Starring Katherine Hepburn, Harry Fonda, and Jane Fonda

After viewing the movie *On Golden Pond*, choose one of the following topics and write at least one page analyzing and describing family issues. Be sure to relate your essay to events in the movie, giving examples to support your statements.

1. AGING FAMILIES: Discuss problems and concerns of the aging family. Include factors such as mental and physical capabilities and limitations, stimulating and meaningful activities, likes, dislikes, traits.

OR

2. INTERGENERATIONAL INTERACTION: Describe and analyze the relationship between Norman and Chelsea OR Norman and Billy Ray. Include factors of communication, respect, strengthening relations, changes in relationship.

Name _____
Period _____
Date _____

Family Living

Mr. Mom Evaluation

After viewing the movie *Mr. Mom*, starring Michael Keaton and Teri Garr, answer the following questions according to concepts and ideas learned in class:

1. What was the Butler's family structure?
 - A. Single-parent
 - B. Nuclear
 - C. Blended
 - D. Extended
 - F. Foster
 - G. Adoptive

2. Into which stage of the Family Life Cycle does the Butler family fit?
 - A. Beginning
 - B. Childbearing
 - C. Child-rearing
 - D. Launching
 - E. Empty Nest
 - F. Retirement

3. List at least four needs, problems, crises, accomplishments, and/or decisions that the Butler family encountered because of their position in that stage of the family life cycle.
 - (1)

 - (2)

 - (3)

 - (4)

4. Describe Caroline and Jack Butler's family roles at the beginning of the movie.

5. Are the roles described in your answer to question 4 typical male-female family roles? Why or why not?

6. How did these roles change during the movie?

7. What event triggered these changes?

8. Name two other events that might cause family members to re-evaluate and change their traditional roles.

(1)

(2)

9. Families fulfill functions that people desire or need. Describe how the Butler family fulfilled (or could have fulfilled, if not shown in the movie) each function:
- a. Protective Function

 - b. Economic Function

 - c. Procreative Function

 - d. Recreation Function

 - e. Religious Function

 - f. Love and Affection Function

 - g. Nurturance Function

10. Refer to the six steps in the decision-making process: Describe a decision that either Jack or Caroline made during the movie according to these steps.

(1) Define the problem or issue

(2) Reflect on goals and values

(3) Identify alternative choices or options

(4) Consider the consequences of each choice or alternative

(5) Select the best alternative (Make your decision)

(6) Evaluate the decision (Was it the best choice?)

Video Prompt Transparency
Topic: Family relationships

Video Analysis For

STEPMOM

Starring Julia Roberts
and Susan Sarandon

While viewing the movie:

- Identify and list conflicts, crises, and challenges depicted.

Following the movie:

- State your reactions to *Stepmom*. Did the movie realistically portray life? Explain your answer, giving examples.

Analysis

RESEARCH REPORTS AND PRESENTATIONS

Both the Internet and the library are sources of information, and research techniques will benefit students in all areas of life. Because not all information found on the Internet is reliable, students must learn to discern between good and poor sources. The library contains references that will benefit students in their everyday lives as well as in academic areas. Topics in all areas of family and consumer sciences can be researched and reported. To strengthen the cross-curricular bond, students should list their references in the format preferred by their English teachers.

Name: _____
 Date: _____ Period: _____

Fast-Food Internet Search

1. Refer to a standard food label and record your recommended maximum daily intake of calories, fat, cholesterol, carbohydrates, sodium, and fiber:

Calories: _____; Fat: _____ grams;
 Cholesterol: _____ mg; Carbohydrates: _____ grams;
 Sodium: _____ mg; Dietary Fiber: _____ grams.

2. What is your favorite fast food restaurant? _____

3. What do you typically order from that restaurant? _____

4. Now visit the website of your favorite fast food restaurant containing a nutritional analysis and complete the following chart, describing foods you typically eat there:

My Favorite Meal:

Food & Drink	Calories	Fat	Cholesterol	Carbohydrates	Sodium	Dietary Fiber
TOTALS						

Suggested websites:

- McDonalds: www.mcdonalds.com Carl's Jr.: www.carlsjr.com
 Burger King: www.burgerking.com KFC: www.kfc.com
 Jack-in-the-Box: www.jackinthebox.com Subway: www.subway.com
 Wendy's: www.wendys.com Taco Bell: www.tacobell.com
 Other website: _____ (extra credit)

5. Of all the foods offered at your favorite fast food restaurant, which food is highest in each of the following:

Calories: _____

Fat: _____

Cholesterol: _____

Sodium: _____

6. Using the grid below, design a healthy meal from this restaurant that contains enough calories to satisfy your hunger (at least 500). Remember that it should be low in fat (less than 30%), sugar, and sodium. Complete the nutritional information and totals for this meal.

Healthy Meal:

Food & Drink	Calories	Fat	Cholesterol	Carbohydrates	Sodium	Dietary Fiber
TOTALS						

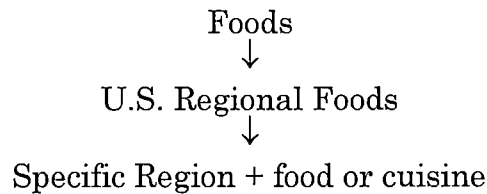
Project For

UNITED STATES REGIONAL FOODS

How do the geography, history, and cultural make-up of a region influence its people's eating style?

With your group, choose a region of the United States that you would like to explore: Northeast, Southern, Cajun or Creole, Midwest, Southwest, Northwest (Pacific Coast), Alaska, or Hawaii. At the library, collect accurate information relating to your region's geography (land, climate, major crops), history, and culture, especially as they influence people's food choices and customs.

At the computer lab, conduct a search on the Internet of your region:



Collect various types of recipes that typify your region, including appetizers, main dishes, soups or stews, vegetables, salads, desserts, and beverages.

PROJECT: Design a restaurant that features your group's region of the United States.

- Prepare a menu with an interesting cover that contains your restaurant's name on the front. The inside of the menu will include at least three food choices for each category: appetizer, soup or salad, main dish, vegetable, dessert, and beverage. On the back of the menu, give a brief but concise summary of your region's geography, history, and cultural influences that have influenced its people's eating styles.
- Prepare a recipe card for one menu choice from each category (i.e., a total of six cards) that your restaurant's cooks will be able to follow. Be sure to follow standard recipe format.

Group Project/Power Point Presentation

WORLD FOODS

Culture: The way of life of a group of people (usually same nationality)

Cuisine: The style of cooking of a particular culture, area, or restaurant

- A. With your group, determine a country to explore. Research both library and Internet sources to gather accurate information. Prepare a reference page, citing all references in format required by your English teacher.
- B. Prepare a Power Point presentation that includes the following:
 1. Common foods and preparation methods
 - a. Staple foods (The main or basic foods of the people of a particular region or culture; e.g., rice, wheat, corn, potatoes)
 - b. Protein sources (meat, poultry, fish, soy products, nuts, seeds)
 - c. Other common foods used (fruits, vegetables, etc.)
 - d. Spices and herbs commonly used
 - e. Typical and/or special cooking methods or styles
 2. Typical meal patterns
 - a. Important meals of the day
 - b. Special customs and/or manners
 - c. Holiday celebrations
 3. Factors influencing your assigned country's eating patterns:
 - a. Cultural beliefs, customs, and/or values
 - b. Religion
 - c. Climate
 - d. Regional location/geography
 - e. Agriculture
 - f. Technology
 - g. Economic status
 4. Unique or important historical facts of that country/culture
 5. Locate country on world map
- C. Plan and describe a one-day menu typical of that country/culture.
- D. Present your findings to the class.

Foods Lab Activity: Choose one food representative of your researched country to prepare for class tasting:

- a. Limit cost to \$3.00 (Additional supplies may be provided by students.)
- b. Prepare work plan and shopping list
- c. Prepare food, taste, and evaluate.

Period: _____

Date: _____

Presentation Evaluation

TOPIC: _____

Group Name or # _____

Student Name:

Contribution(s) to Presentation:

What did your group do to prepare for the presentation?

Did you thoroughly cover the main points of your topic?

Did you present the subject in an interesting manner?

Did you have a visual aid? If so, what was it?

What did your group do especially well?

What could have been done better?

Essay Contests

Students get excited and motivated when they have a chance to win something. Often teachers receive notification of essay contests; and it is beneficial to take advantage of them when they align with course material.

Each spring, since 1986, the San Bernardino County Superintendent of Schools and Department of Public Health Nutrition Program sponsor a “Nutrition and Health Alert Essay Contest” for high school students. The topic must be related to nutrition or nutrition quackery; and students are provided with topic suggestions, judging criteria, and recommended sources for information. As most school libraries may have limited medical and nutrition-related books and periodicals, the Internet is particularly useful for this project. A list of health and nutrition websites follows, most of which were suggested by the San Bernardino County Department of Health.

Winners of this contest receive cash awards, passes to local amusement parks, gift certificates for restaurants, and certificates of achievement. Essays must be typewritten (computer-generated is preferred) and are judged on the following criteria:

- Topic is related to nutrition or nutrition quackery.
- Information is accurate, correctly cited, and not plagiarized.
- Bibliography includes references published within the past ten years.
- Writing style is easily read and contains correct grammar and spelling.

A judging rubric is included with the county's essay contest to guide students as they prepare their essays. It also provides a tool for peer editing. It is presented here in abbreviated form.

Judging Criteria	Maximum points Possible	Points Awarded
A. Accuracy of Information (25 points) References must come from authoritative sources, e.g., government sources, encyclopedias, scientific or medical journals published within the last 10 years. All references used must be included in a bibliography. <ul style="list-style-type: none"> • Authoritative sources were either mentioned or listed in the bibliography • Information is accurate 	 10 15	
B. Bibliography (15 points) <ul style="list-style-type: none"> • Essay includes a bibliography • References were published within past 10 years • Correct format is used for references 	 5 5 5	
C. Content (40 points) <ul style="list-style-type: none"> • Writing style is easy to read and follow • Essay includes facts most relevant to the topic • Essay demonstrates understanding of topic • Writing style is original and interesting 	 5 10 15 10	
D. Grammar (15 points) <ul style="list-style-type: none"> • Words are spelled correctly • Words are used correctly • Sentences and paragraphs constructed correctly 	 5 5 5	
E. Length Restriction (5 points) <ul style="list-style-type: none"> • Essay is no more than 2 pages (excluding bibliography) 	 5	
Total Points Given	100	

HEALTH and NUTRITION WEBSITES

Alternative Medicine Alert	www.ahcpub.com
American Cancer Society	www.cancer.org
American Council on Science & Health	www.acsh.org
American Diabetes Association	www.diabetes.org
American Dietetic Association	www.eatright.org
ADA re Food & Nutrition Misinformation	www.eatright.org/amisinfo.html
ADA re Weight Management	www.eatright.org/adap0197.html
American Heart Association	www.amhrt.org
American Institute for Cancer Research	www.aicr.org
American Medical Assoc.: Health Insight	www.amaassn.org/consumer.htm
Blue Cross/Blue Shield of Mass.: A Healthy Me!	www.ahealthyme.com
CBS Healthwatch by Medscape	www.cbs.medscape.com
Center for Disease Control	www.cdc.gov
Center for Science in the Public Interest	www.cspinet.org
The Council for Agricultural Science and Technology	www.cast-science.org/castpubs.htm
Dietfraud	www.dietfraud.com
Discovery Health cable channel	www.discoveryhealth.com
FDA, How to Spot Health Fraud	www.fda.gov/fdac/features/1999
FDA Kids Homepage	www.fda.gov/oc/opacom/kids
Federal Trade Commission	www.ftc.gov
Harvard University	www.harvard.edu
Health Finder	www.healthfinder.gov
Healthcare Reality Check	www.hcrc.org
Healthworld Online	www.healthy.net
Healthy Weight Network	www.healthyweightnetwork.com
Institute of Food (The)	www.ift.org
Integrative Medicine	www.onemedicine.com
International Food Information Council Foundation (The)	ificinfo.health.org
Mayo Clinic Health Oasis	www.mayohealth.org
Mediconsult.com	www.mediconsult.com
National Council for Reliable Health Information	www.ncahf.org
National Heart, Lung & Blood Institute	www.nhlbi.nih.gov
National Institute of Health	www.nih.gov
National Library of Medicine	www.nlm.nih.gov
New England Journal of Medicine	www.nejm.org
Nutrition News Focus	www.nutritionnewsfocus
NutriWatch	www.nutriwatch.org
Office of the Surgeon General	surgeongeneral.gov
OnHealth	www.onhealth.com
Quackwatch	www.quackwatch.com
Sports, Cardiovascular, and Wellness Nutritionists	www.NutriFit.org
Topicdoc	www.topicdoc.com/ada
Tufts University Nutrition Navigator	www.navigator.tufts.edu
U.S. Food & Drug Administration	www.fda.gov

Child Development Topics

The Internet is a valuable tool for up-to-date information on child-related topics. Students can find information regarding prenatal development, infant and child development and care, as well as budget for baby. Below are just a few of the websites currently available.

www.americanbaby.com	(American Baby Magazine)
www.babycenter.com	(Baby Center - informational)
www.babiesrus.com	(Babies "R" Us - baby equipment and supplies)
www.babyzone.com	(informational)
www.beechnut.com	(feeding and nutrition)
www.carnationbaby.co	(Carnation Foods)
www.carters.com	(clothing)
www.gerber.com	(feeding plan)
www.healthtex.com	(clothing)
www.healthykids.com	(Healthy Kids Show)
www.justthefacts.org	(prenatal development - interactive)
www.modimes.org	(March of Dimes - prenatal dev + birth defects)
www.parenting.com	(Parenting on Line)
www.parents.com	(Parents Magazine)
www.parentsoup.com	(Parent Soup)
www.parenting.com	(Parenting Magazine)
www.rightstart.com	(ZanyBrainy Stores and baby registry)
www.totalbabycare.com	(Ebay)
www.toysrus.com	(Toys R Us)
www.weber.edu/chfam/prenatal	(prenatal development)

Standards Addressed in Section 5

English-Language Arts Content Standards

Reading

- 2.0 Reading Comprehension (Focus on Informational Materials)
 - 2.3 Generate relevant questions about readings on issues that can be researched.
 - 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
 - 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
 - 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Writing

- 1.0 Writing Strategies – Research and Technology
 - 1.0 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
 - 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
 - 1.4 Develop the main ideas within the body of the composition through supporting evidence...
 - 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium...
 - 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
 - 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals...
 - 1.8 Design and publish documents by using advanced publishing software and graphic programs.
 - a. Writing Applications
 - 2.3 Write expository compositions, including analytical essays and research reports:

- b. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- c. Convey information and ideas from primary and secondary sources accurately and coherently.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Listening and Speaking

1.0 Listening and Speaking Strategies

- 1.1 Formulate judgments about the ideas under discussion and support those.
- 1.2 Compare and contrast the ways in which media genres...cover the same event.
- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion....
- 1.5 Recognize and use elements of classical speech forms...in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof...that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and interests of the audience and choose effective verbal and nonverbal techniques...for presentations.

HECT Challenge Standards

Family Living and Parenting Education Standard 1: Family and Society

Students will understand the function of the family as a basic unit of society. They will demonstrate content proficiency by:

- 1.1 Describing the function of the family and the socioeconomic and cultural influences;
- 1.2 Identifying the differences in family structures;

- 1.3 Analyzing the meaning of *family* and the value of families to individuals and society;
- 1.4 Comparing the families of past generations with contemporary families;
- 1.5 Analyzing how economic and societal changes influence family and work roles and responsibilities.

Family Living and Parenting Education Standard 2: Contributions of the Family

Students will understand the contributions of the family to the development of individuals. They will demonstrate content proficiency by:

- 2.1 Explaining the function of the family in providing a nurturing environment for its members;
- 2.2 Describing various roles and responsibilities assumed by family members during each stage of the life cycle;
- 2.3 Describing ways for family members to become involved in family functions and responsibilities
- 2.4 Describing causes and effects of stereotyping in the development of and changes in family roles;
- 2.5 Examining traditional and nontraditional roles and responsibilities of family members;
- 2.6 Explaining the contributions of the aged to the family unit and to society;
- 2.7 Explaining ways in which families influence individual self-esteem, personality development, values, and relationships
- 2.8 Explaining the implications and consequences when family members do not fulfill their responsibilities.

Child Development and Guidance Standard 2: Studying and Understanding Children

Students will understand the importance of studying the development of children and methods used in child development research. They will demonstrate content proficiency by:

- 2.4 Reviewing the history of the study of child development.

Child Development and Guidance Standard 5: Guidance and Discipline

Students will understand the positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children. They will demonstrate content proficiency by:

- 5.1 Defining self-worth;
- 5.2 Describing the relationship of a child's behavior to the commonly accepted principles of child growth and development;
- 5.3 Describing and comparing various approaches to child guidance and their effect on self-worth;
- 5.4 Analyzing techniques used to provide positive reinforcement with children in given situations and at various stages of development;
- 5.5 Describing communication techniques and assessing the effects of their use with the child.
- 5.6 Analyzing the relationship of guidance to the development of self-discipline
- 5.7 Analyzing case studies that describe inappropriate behavior to determine possible causes and suggest solutions; and
- 5.8 Assessing the effectiveness of various guidance strategies in promoting self-worth and self-discipline in children.

Child Development and Guidance Standard 6: Child Abuse and Neglect

Students will understand the factors that contribute to child abuse and neglect and the importance of helping abused and neglected children. They will demonstrate content proficiency by:

- 6.1 Describing factors that contribute to child abuse and neglect;
- 6.2 Identifying characteristics of the abused and the abuser;
- 6.3 Identifying agencies and programs that provide services for abused and neglected children;
- 6.4 Demonstrating knowledge of child abuse laws and reporting procedures; and
- 6.5 Investigating possible causes of abusive behavior and strategies that help in reducing child abuse and neglect.

Food and Nutrition Standard 1: Nutrition and Health

Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle. They will demonstrate proficiency by:

- 1.2 Defining the relationship between nutrition and good health;
- 1.3 Explaining and comparing the food categories and recommended servings in the Food Guide Pyramid with those in their daily diet;
- 1.4 Comparing and analyzing label information on food products
- 1.15 Identifying and describing the services of public and private agencies that provide food and nutrition information and protection to consumers at the local, state, and national levels.

Food and Nutrition Standard 7: Food and Culture

Students will understand that culture influences food choices and etiquette. They will demonstrate proficiency by:

- 7.1 Identifying regional differences in the United States affecting the preparation and service of foods;
- 7.2 Identifying cultural differences affecting the preparation and service of foods;
- 7.3 Researching different cultures and comparing food preparation techniques, table settings, meal etiquette, and food habits and traditions commonly found in the United States; and
- 7.4 Relating the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits.

SECTION 6

PERSUASION



Public Service Announcements

Student groups collaborate to develop a sixty-second public service announcement or radio “spot” on a particular topic. Each group prepares their announcement and then records it on an audiocassette. When completed, the cassette is played back, and students can determine which was the most persuasive. Suggested topics could include:

- The rewards and challenges of parenthood (encouraging couples to plan ahead before having children)
- Information about and recommendations for preventing sexually transmitted diseases.
- Information on how to prevent SIDS (sudden infant death syndrome).

Greek Debate

Donna Wadsen shared the following debate technique at the Inland Area Writing Project (Wadsen, 2000), held at the University of California, Riverside. She also referred to it as “voting with your feet.”

Choose a controversial issue. All the initially “pro” students gather at one end of the room, while all those initially “con” students gather at the other. A moderator asks a “pro” student to stand in the middle and explain his/her argument. After the statement, the “pro” student steps back to the appropriate side and a student from the “con” side is given the opportunity to stand in the middle and explain his/her viewpoint. The debate continues in this manner, each student given an opportunity to speak. Students move to the other side of the classroom as the arguments given persuade them to change their opinions. The winning team is the one with the most members at the end.

Examples of debate topics for family and consumer sciences classes include:

- Abortion issue
- Spanking as a form of discipline
- Television viewing for preschool children

Mock Job Interviews

Each subject area in family and consumer sciences offers opportunities to explore careers and prepare for jobs in the workplace. Students need instruction and practice in persuading prospective employers to hire them.

After exploring career opportunities in a specific field, the first step in preparing students for employment is teaching them how to complete a job application. For authentic practice, purchase employment application forms at an office supply store. Students complete them as if applying for an actual job advertised in their local newspaper's classified section. If time allows, have students prepare a resume using appropriate software.

Finally, students pair up, develop interview questions, and practice interviewing each other. Questions should elicit reasons for applying for a particular job and information regarding educational background, employment and volunteer history, and personal skills and qualifications. When the practice interview is complete, partners discuss and evaluate the experience and then trade roles. If time and facilities permit, students could perform this interview process in front of a video camera and critique their performance.

Standards Addressed in Section 6

English-Language Arts Content Standards

Listening and Speaking

- 1.0 Listening and Speaking Strategies
 - 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
 - 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
 - 1.4 Choose appropriate techniques for developing the introduction and conclusion...
 - 1.6 Present and advance a clear thesis statement and choose appropriate types of proof...that meet standard tests for evidence, including credibility, validity, and relevance.
 - 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - 1.8 Produce concise notes for extemporaneous delivery.
 - 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques...for presentations.
- 2.0 Speaking Applications
 - 2.3 Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
 - 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effect):
 - a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

HECT Challenge Standards:

Child Development and Guidance Standard 1: Responsible Parenting

Students will understand the decisions and responsibilities of parents. They will demonstrate proficiency by:

- 1.1 Identifying parenting responsibilities
- 1.4 Analyzing the major decisions and responsibilities of being a parent.

Child Development and Guidance Standard 4: Child Growth and Development:

Students will understand the stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities. They will demonstrate content proficiency by:

- 4.1 Identifying and comparing the commonly accepted areas and principles of child development
- 4.4 Listing factors that contribute to optimal development of children

Child Development and Guidance Standard 5: Guidance and Discipline:

Students will understand the positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children. They will demonstrate content proficiency by:

- 5.3 Describing and comparing various approaches to child guidance and their effect on self-worth;
- 5.4 Analyzing techniques used to provide positive reinforcement with children in given situations and at various stages of development.
- 5.5 Analyzing the relationship of guidance to the development of self-discipline.

Child Development and Guidance Standard 8: Learning, Play, and Recreation:

Students will understand the value and methods of providing infants, children, and adolescents with learning, play, and recreational activities. They will demonstrate content proficiency by:

- 8.1 Identifying and describing the purposes of play, learning, and recreational activities to the physical, social, emotional, and intellectual development of children and adolescents;
- 8.3 Choosing or creating materials that are appropriate for the developmental levels of children'
- 8.4 Evaluating facilities, equipment, and materials that contribute to a child's development....
- 8.5 Describing the caregiver's role in learning, recreational, and play activities.

Family Living and Parenting Education Standard 5: Dating Relationships and Commitments:

Students will understand dating relationships, love, and commitment. They will demonstrate content proficiency by:

- 5.2 Analyzing the problems involved in dating;
- 5.5 Analyzing the importance of abstinence in dating relationships;
- 5.6 Describing responsible and irresponsible behaviors and the consequences of each; and
- 5.7 Analyzing the influence of the media in shaping sexual attitudes and behavior.

Family Living and Parenting Education Standard 7: Parenting Skills:

Students will understand skills necessary for parenting and child guidance. They will demonstrate content proficiency by:

- 7.1 Describing the responsibilities of being a parent

Individual and Family Health Standard 5: Responsible Behavior:

Students will understand the importance of responsible behavior to promote optimum health. They will demonstrate content proficiency by:

- 5.1 Identifying high-risk health behaviors that affect individuals and society;
- 5.7 Assessing the social costs of high-risk behaviors; and
- 5.8 Explaining the social and global implications of sexually transmitted diseases.

Transferable and Employability Skills Standard 4: Employability and Professionalism:

Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment, including professionalism, image, and standards. They will demonstrate content proficiency by:

- 4.1 Defining and describing employability skills;
- 4.2 Describing the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior;
- 4.3 Applying job search and acquisition skills, such as preparing job applications, resumes, and career portfolios.

SECTION 7

CREATIVE BOOKS

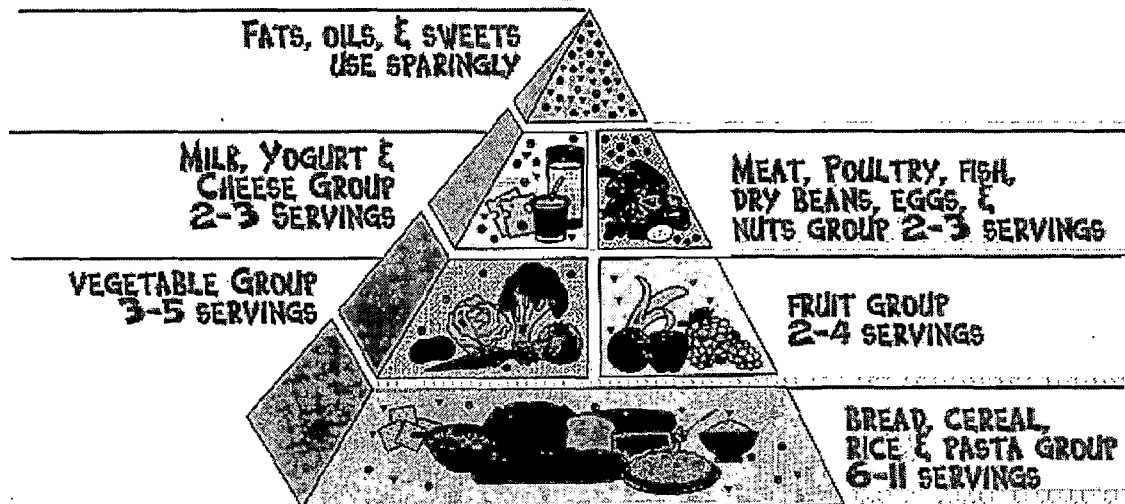


Pop-Up Books

Food Pyramid Pop-Up Book

Recreating the USDA's Food Guide Pyramid helps students internalize its concepts. The "pop-up book" was shared by Beth Cooper of Dale Junior High School in Anaheim, California at "FutureScope," the Home Economics Careers and Technology 2001 leadership and management conference held in Costa Mesa in August, 2001. It is presented here after modifications to both its contents and rubric.

A Guide to Daily Food Choices'



● Fat (naturally occurring and added)

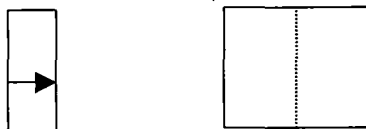
▼ Sugar (added) These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

Food Pyramid Pop-Up Book

Materials needed:

6 squares of typing type paper, cut $8\frac{1}{2} \times 8\frac{1}{2}$ inches
2 squares construction paper, cut $4\frac{1}{4} \times 4\frac{1}{4}$ inches
glue sticks or glue
magazines and/or grocery store ads
scissors
colored pencils or crayons

1. Using one $8\frac{1}{2} \times 8\frac{1}{2}$ -inch square, fold in half creating a rectangle, crease well; unfold and fold back on itself, again creasing well; reopen.



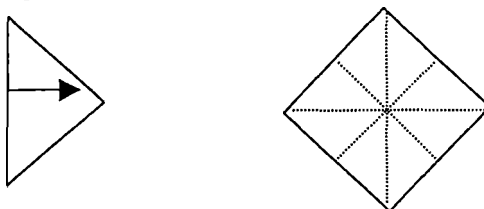
2. Fold the same square in half again, creating another rectangle on the opposite side; unfold and fold back on itself, creasing well; open flat.



3. Fold the square again, this time forming a triangle by matching the two opposite points of the square; crease well; unfold and refold on itself, creasing well; open flat.

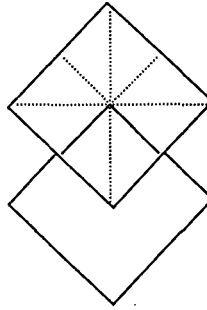


4. Repeat step 3, creating a triangle using the opposite corners.

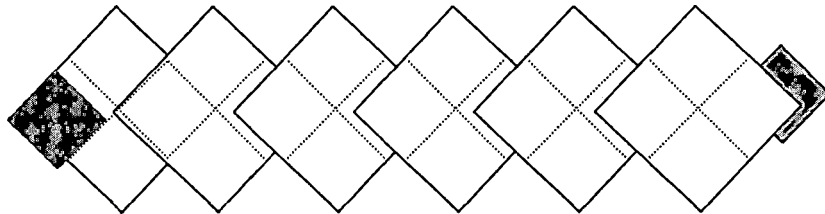


5. Repeat steps 1 through 4 with the remaining 5 squares.

6. To connect the squares you will be creating diamonds by placing one square in front of you, turning the square to create a diamond shape. Take a second square and place the point of the square in the center of the diamond, and then matching the two straight edges with the folds on the first diamond; glue in place. (Make sure that the creases are still allowed to fold.) Repeat with the remaining squares. Allow to dry flat.



7. Glue the two 4 1/4-inch construction paper squares one to each end diamond point, one facing up and the other facing the back.



8. To fold this into a book, hold the diamond strip up with the construction squares on the back side. Fold the top two outer tabs forward to the center, using the folded creases as a guide, being careful to re-crease the folds to the center point; then fold down the top (construction paper should be showing). The second diamond, fold the tabs backward, creasing to the center point as with the first diamond, making sure that the edges line up, forming a neat 4 1/4-inch square book. Continue folding until all diamonds are folded into the book.
9. To complete the project, collect four pictures of foods representing each food group. The top of the Pyramid begins with Fats, Oils, & Sweets. On the left tab, write the name of the food group and how many servings per day are needed for your age/activity level. The center or top portion of the diamond is used to glue the selected pictures representing that food group. The right tab contains what represents a serving from that specific food group.

Name _____
 Period _____
 Date _____

Food Guide Pyramid Pop-Up Book

	Points Possible	My Points
Pages folded & organized correctly	5	_____
Cover: title on front; name, & period on back	5	_____
Pictures cut neatly	5	_____
4 pictures for each food group – top diamond	5	_____
Name of group & number of servings Per day - left tab	5	_____
What makes a serving for each food group – right tab	5	_____
Overall neatness	5	_____
TOTAL POINTS	35	_____

A = 35-32 B=31-28 C=27-25 D=24-21 F=20 & below

Name _____
 Period _____
 Date _____

Food Guide Pyramid Pop-Up Book

	Points Possible	My Points
Pages folded & organized correctly	5	_____
Cover: title on front; name, & period on back	5	_____
Pictures cut neatly	5	_____
4 pictures for each food group – top diamond	5	_____
Name of group & number of servings Per day - left tab	5	_____
What makes a serving for each food group – right tab	5	_____
Overall neatness	5	_____
TOTAL POINTS	35	_____

A = 35-32 B=31-28 C=27-25 D=24-21 F=20 & below

Prenatal Development Pop-Up Book

The previously described pop-up book can be adapted to various topics. Here is an example of how it was used in a human development class to describe prenatal development. This project could also be modified for a “smoosh” book, which is described next.

Materials needed:

5 squares of white bond paper, cut $8\frac{1}{2} \times 8\frac{1}{2}$ inches
2 squares construction paper, cut $4\frac{1}{4} \times 4\frac{1}{4}$ inches
glue sticks or glue
magazines (optional)
scissors (optional)
colored pencils or crayons

1. Using one $8\frac{1}{2} \times 8\frac{1}{2}$ -inch square, fold in half creating a rectangle, crease well; unfold and fold back on itself, again creasing well; reopen.



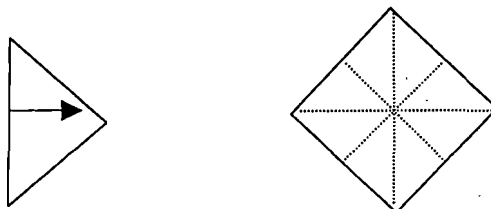
2. Fold the same square in half again, creating another rectangle on the opposite side; unfold and fold back on itself, creasing well; open flat.



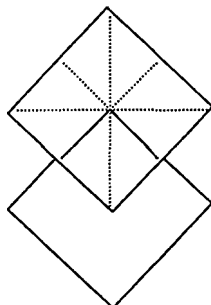
3. Fold the square again, this time forming a triangle by matching the two opposite points of the square; crease well; unfold and refold on itself, creasing well; open flat.



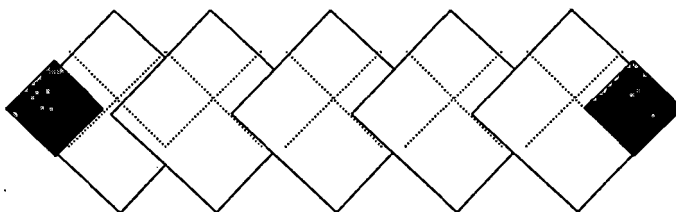
4. Repeat step 3, creating a triangle using the opposite corners.



5. Repeat steps 1 through 4 with the remaining 4 squares.
6. To connect the squares you will be creating diamonds by placing one square in front of you, turning the square to create a diamond shape. Take a second square and place the point of the square in the center of the diamond, and then matching the two straight edges with the folds on the first diamond; glue in place. (Make sure that the creases are still allowed to fold.) Repeat with the remaining squares. Allow to dry flat.



7. Glue each of the 4-¼ inch construction paper squares to an end diamond point, both facing up.



8. To fold this into a book, hold the diamond strip up with the construction squares on the back side. Fold the top two outer tabs forward to the center, using the folded creases as a guide, being careful to re-crease the folds to the center point; then fold down the top (construction paper should be showing). The second diamond, fold the tabs backward, creasing to the center point as with the first diamond, making sure that the edges line up, forming a neat 4 ¼-inch square book. Continue folding until all diamonds are folded into the book.

10. To complete the project, prepare an attractive front cover, which includes a title for your book. Inside, the top diamond of each page should include a heading and sketches; the left and right tabs will include detailed information. Prepare pages as follows:

- Conception: Diagram fertilization of ovum by sperm
 - On left and right tabs, define all terms involved.
- Zygote diagram
 - Left tab: Baby's development
 - right tab: Mother's symptoms
- Embryo diagram
 - Left tab: Baby's development
 - Right tab: Mother's symptoms
- Fetus diagram
 - Left tab: Baby's development
 - Right tab: Mother's symptoms
- Multiple births
 - Diagram the cell division of identical and fraternal twins.
 - Left tab: Characteristics of identical twins
 - Right tab: Characteristics of fraternal twins.

Name _____
 Period _____
 Date _____

PRENATAL POP-UP BOOK rubric

	Points Possible	My Points
Pages folded & organized correctly	10	_____
Cover: title on front; name, & period on back	10	_____
Correct headings & labels; sketches drawn neatly & accurately – top diamond	25	_____
Complete and accurate information on left & right tabs	25	_____
Overall neatness	5	_____
	75	_____
TOTAL POINTS	75	_____

A = 75-68 B=67-60 C=59-53 D=52-45 F=44 & below

Name _____
 Period _____
 Date _____

PRENATAL POP-UP BOOK rubric

	Points Possible	My Points
Pages folded & organized correctly	10	_____
Cover: title on front; name, & period on back	10	_____
Correct headings & labels; sketches drawn neatly & accurately – top diamond	25	_____
Complete and accurate information on left & right tabs	25	_____
Overall neatness	5	_____
	75	_____
TOTAL POINTS	75	_____

A = 75-68 B=67-60 C=59-53 D=52-45 F=44 & below

Smoosh Books

“Smoosh books can be used for a variety of topics. The example here is for a unit on self-concept and self-esteem. The prenatal development guidelines for the “pop-up” book could easily be tailored to become a “smoosh” book, as well. A preschool aides or childcare occupations class could use the “smoosh” book format to create a children’s book that teaches basic concepts.

A “smoosh” book constructed from a large (18”x24”) sheet of constructed paper allows plenty of space for the student to write and illustrate. If a mini-book is preferred, students can make the “smoosh” book from 8 ½ x 11-inch paper. A rubric form allows students to evaluate their own work, as well as provides an objective standard for the instructor.

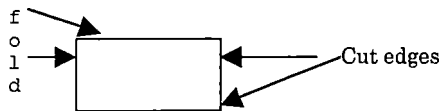
How to Make A Large

"SMOOSH" BOOK

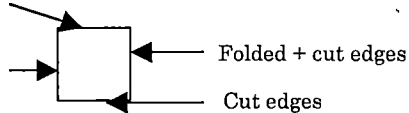
1. Fold an 18" x 24" piece of construction paper lengthwise (hot dog fold). Crease it.



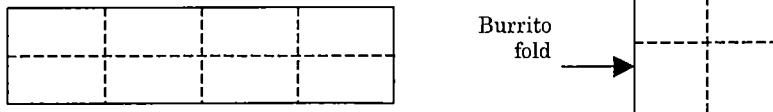
2. Fold the paper in half, making one-fourths. Crease it.



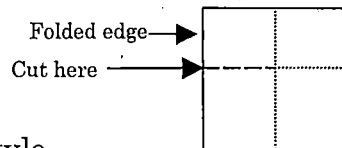
3. Fold the paper in half again, making one-eighths. Crease it.



4. Unfold the paper entirely. Refold the paper once, crosswise (burrito fold).



5. Cut from burrito fold to the one-eighth fold along the hot dog crease. Unfold it.



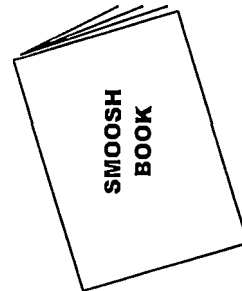
6. Refold, hot dog style.



7. Holding the two sets of outer rectangles together, "Smooch" (push inward) the ends toward each other, bringing them together so that their inner edges meet, causing the inner rectangles to fold outward.

8. Fold the “smooshed” paper into a book and crease the back tightly.
9. You now have a book with a cover (front and back) and six pages on which to write and illustrate.

Option: For a mini book, use 8 ½ x 11” paper.



Smoosh Book on Self-Concept

Have students prepare a personal coat of arms reflecting their values, using the following diagram and criteria. After designing and decorating the coat of arms, students will cut it out and attach it to the front cover of a “smoosh” book. (This activity could also be used on its own when teaching a lesson on values.)

Personal Coat of Arms:

A coat of arms is a symbol of who you are. In the Middle Ages this insignia was embroidered on the light garment worn over armor and usually symbolized the name or status of the bearer or his achievement or aspiration. Coats of arms came to distinguish families as well as individuals. Using the diagram for your own coat of arms, draw pictures that symbolize the following in the coat-of-arms sections that correspond to the numbers:

1. One of your values about which you would NEVER budge. This is one about which you feel very strongly and would never give up.
2. A value by which your family lives. Choose one that everyone in your family would probably feel is important.
3. A value you share with your best friend.
4. A value you wish all mankind believed in and that you believe in strongly yourself.
5. A goal you have set for yourself as a result of one of these values.
6. Design your signature to authenticate your values and goals.

Definition of values:

Values are feelings of what ought to be.

Values are learned; you are not born with them.

Values are influenced by your environment.

Each individual has his/her own set of values.

Values make the goals for which you strive important.

Source unknown.

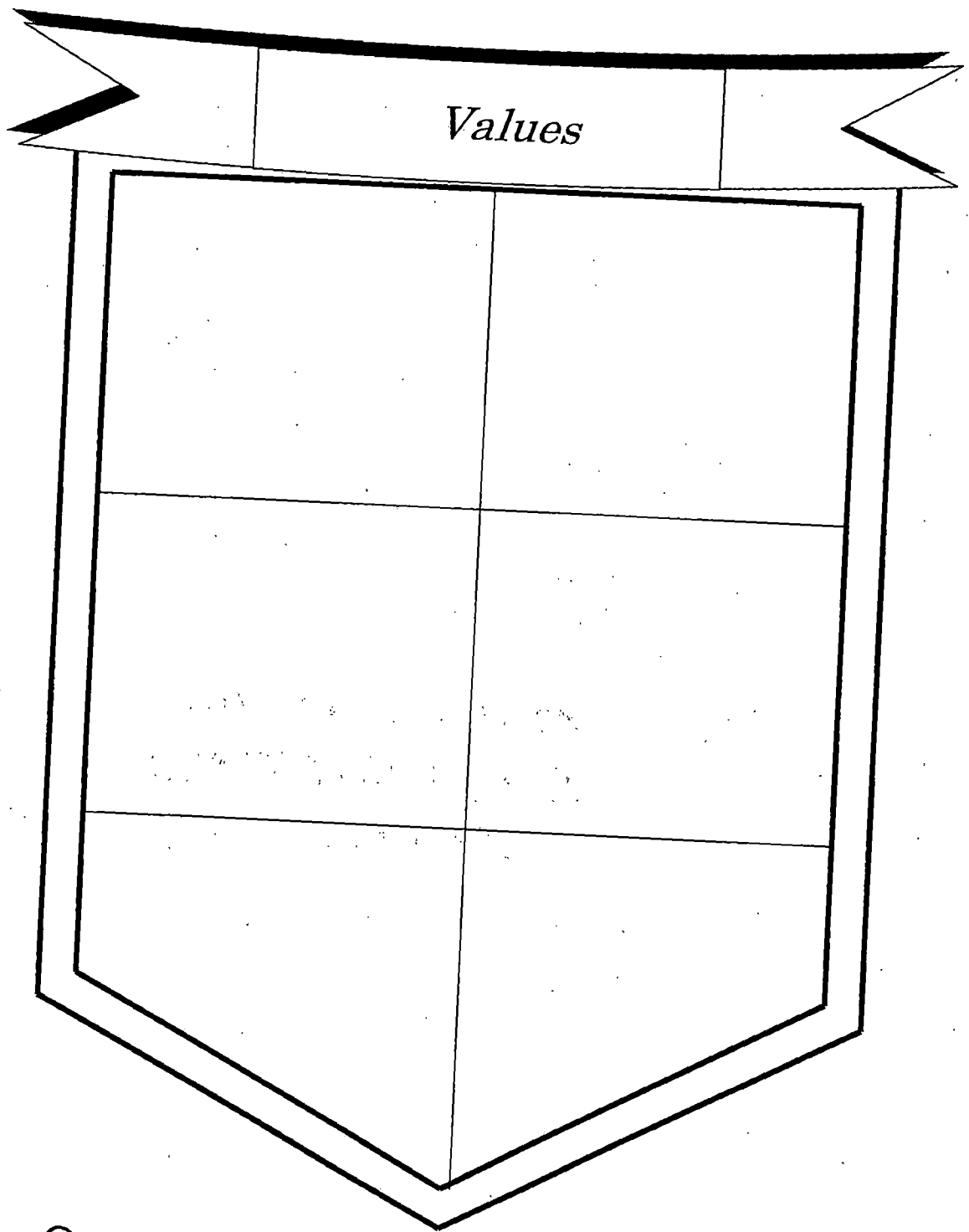
Pages for "Smooosh" Book:

From the activities that follow, select SIX to include in your book, one on each page. Decorate and illustrate your booklet; use it to help you celebrate your own special and unique qualities!

1. Title the page, "I Am Happy I Am..." Then list at least one thing about yourself for which you are especially happy or proud. Glue a picture of yourself on this page if you have one available. (Examples: "I am happy I am in good health." "I am proud I don't use drugs." "I am proud I passed English," "I am happy I don't fight with my sister anymore," "I am happy I am on the basketball team," etc.)
2. Identify one of your skills or abilities. This could be an athletic, musical, academic, or interpersonal skill. Draw a picture or symbol to illustrate this skill. (Examples of skills or abilities: "I am a good listener," "I am great in basketball," or "I draw well.")
3. You are to practice saying positive things about yourself instead of negative things. Write down THREE positive words or phrases about yourself. Repeat these to yourself the next time you feel down or when you make a mistake. Don't let failures or mistakes keep you from feeling good about yourself. (Examples: "I am friendly," "I try hard," "I am dependable.")
4. The following sentences are characteristics of self-confident individuals. Select at least THREE to write down in your book and practice doing every day until they become a habit and you feel confident and self-assured!
 - I will stand up straight and tall so others will know I am proud of myself.
 - I will walk with confident and bold steps.
 - I will keep myself well-groomed so I will look and feel good.

- I will look people in the eye when I talk with them.
 - I will smile and say hello to other people. (Even to people I do not know well.)
 - I will speak clearly and confidently to others because what I have to say is important.
 - I will ignore hurtful criticism and try to learn from constructive criticism.
 - I will expect respect and consideration from others because I deserve it.
 - I will treat others as I would like to be treated.
 - I will not let what I cannot do keep me from doing what I can and want to do.
5. Find a picture in a magazine of a person who seems confident and self-assured. Cut it out and glue it to the page. Identify what it is about the person that makes them appear self-confident.
 6. Think of something you would like to learn to do. Learning to do something well will help give you a sense of achievement and accomplishment. It could be anything you enjoy that would be good for you. If possible, draw a picture to illustrate this.
 7. Identify TWO ways you can become more positively involved in school. Getting involved with others is a great way to increase your feelings of self-worth. (Example: join a club, join more discussions in class, try out for a sports team or for a school competition, be more friendly and helpful to other students, volunteer to help a school teacher or staff member, etc.)
 8. Identify THREE ways you can improve the self-concept of other people. These people can be friends, classmates, family members, adults, or even strangers. Helping others to feel good about themselves will help make you feel good too!
 9. Write down THREE personal goals you would like to achieve. These should be goals dealing with personal characteristics and qualities rather than material goods such as money or possessions. (Examples of goals could be making more friends, controlling your temper, doing better in math, etc.)
 10. Write down these sentences and remember them.
 - I am special!
 - I am important!
 - I am lovable and worthwhile!
 - I can learn given the right help and if I try!

Adapted from Ross Creations, 1991



PERSONAL COAT OF ARMS

Children's Books

Because it is common knowledge that reading to young children stimulates their intellectual development, a unit on children's literature is vital to child development and childcare occupations classes. Books for preschool children are usually very short, so each student can select and share their favorite with the class. One way to get students involved in this project is to have them make simple, inexpensive puppets that correspond to their chosen book. Discarded socks, paper bags, paper plates, and cardboard egg cartons are all excellent foundations for successful projects. Students then decorate them with felt or fabric scraps, yarn, chenille wire, construction paper, "googly" eyes, markers, and anything else their imaginations suggest.

Students can also create their own children's book to share with the class. Construction paper and markers or colored pencils are the basic supplies needed, although textured materials add interest. One teacher had so much success with this project that she had each of the students' creations laminated on the school's laminating machine.

Flannelgraph Stories

Flannelgraph stories are common in preschool situations, because they add visual action to a story, aiding in gaining the attention and holding the interest of a young child. They also stimulate their imaginative thought processes and help them understand and remember the story (Sizemore, 1976). Preparing flannelgraph stories is an excellent teaching tool for a class that prepares students for work in the childcare industry.

If the teacher does not have access to a commercial flannelboard, students can make inexpensive ones by covering a piece of corrugated cardboard with flannel (Light blue is a versatile color.). Next they prepare characters and scenery pieces to illustrate their story from either construction paper with sandpaper glued to the back or felt. The texture allows the figures to stick to the flannelboard while the story is being told. The storyteller places the figures on the board at the appropriate place in the story, causing them to move as the story suggests.

Nursery Rhyme Flannelgraph

Nursery rhymes appeal to young children because they love the sound of the words, and are the correct length to hold their short attention spans. They are a wonderful tool for early language development, as well as a great foundation for literature, introducing story elements such as plot and narration. Making nursery rhyme flannelgraph figures introduces future childcare givers to this form of storytelling. The following are characteristics of nursery rhymes which students should identify as classmates are sharing their flannelgraph stories:

- Musical quality
- Rhythm and rhyme of verses
- Alliteration
- Allows for a child's active participation
- Tells a good story with quick action
- Has character(s) with interesting, likable personalities
- Content reflects interests of young children
- Humor

A suggested concluding analysis for this activity follows

Standards Addressed in Section 7

English-Language Arts Content Standards

Listening and Speaking

- 1.0 Listening and Speaking Strategies – Organization and Delivery of Oral Communication
 - 1.3 Choose logical patterns of organization...to inform and to persuade...
 - 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.0 Speaking Applications
 - 2.1 Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.

HECT Challenge Standards

Child Development and Guidance Standard 3: Prenatal Development:

Students will understand the stages of pregnancy from conception through birth and the implications of the effects of the environment and heredity on the health and well-being of the child. They will demonstrate content proficiency by:

- 3.1 Summarizing the stages of prenatal development;
- 3.2 Analyzing the effects of prospective parents' nutrition, health, medical care, environment, and lifestyle on prenatal development

Child Development and Guidance Standard 8: Learning, Play, and Recreation:

Students will understand the value and methods of providing infants, children, and adolescents with learning, play, and recreational activities. They will demonstrate content proficiency by:

- 8.1 Identifying and describing the purposes of play, learning, and recreational activities to the physical, social, emotional, and intellectual development of children and adolescents;
- 8.2 Identifying factors to consider when selecting and purchasing play, learning, and recreational materials;

- 8.3 Choosing or creating materials that are appropriate for the developmental levels of children;
- 8.4 Evaluating facilities, equipment, and materials that contribute to a child's development, such as toys, stories, games, play spaces, and materials, including computers and computer applications;
- 8.5 Describing the caregiver's role in learning, recreational, and play activities
- 8.6 Describing the relationship of learning, play, and recreational activities to the commonly accepted principles of the development of children and adolescents

Food and Nutrition Standard 1: Nutrition and Health

Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle.

They will demonstrate proficiency by:

- 1.5 Defining the relationship between nutrition and good health;
- 1.6 Explaining and comparing the food categories and recommended servings in the Food Guide Pyramid with those in their daily diet.

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