



***POTENTIAL  
STUDENT DEMONSTRATIONS  
(learning experiences)  
Related To  
ESSENTIAL LEARNINGS IN  
FAMILY & CONSUMER SCIENCES***

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**SPRING 2000**

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## **REASONING FOR ACTION**

- FCS 1.A Use reasoning processes, individually and collectively, to address broad, recurring concerns and to take responsible action in families, workplaces and communities.
- FCS.1.B Demonstrate an understanding of the nature of recurring concerns and method of their resolution.
- a. Describe recurring concerns facing individuals and families.
  - b. Analyze the three systems of action that interact in the resolution of recurring concerns.

### **MIDDLE/JUNIOR HIGH**

- Identify and explain recurring concerns and the family systems of action.
- Interview parents and grandparents about an issue being studied (i.e. food preparation, family activities/life, housing conditions). Analyze information gathered and give class presentations OR write stories about the interviews from each generation. Discuss how families dealt with the recurring concerns comparing then with now and possibly extrapolate into the future. Identify examples of the three systems of action within the information/story.
- Brainstorm a listing of recurring concerns related to issues adolescents face (i.e. curfew, allowances, personal choices, relationships, use of technology, transportation). Complete a gap analysis of what is . . .and what should be from the perspective of parents, teens, and law enforcement.
- After students have completed the simulated experience, *The Real Game*, have students list the recurring concerns that are addressed by the experience.

### **SENIOR HIGH**

- Recall the concepts: recurring concerns and family systems of action. Give examples.
- Using a grab bag of recurring concerns, as a class complete research to determine the current status of each issue. In small groups, brainstorm what the "ideal" situation would be. Gather data to support that solution while keeping an open mind toward other potential solutions. Discuss what actions individuals, families and society can take to close the gap. Individually, select a personal issue to investigate in depth. Use the Internet and local "experts" to assist in the process. Could culminate in either a written or oral report, perhaps both.
- Some possible actions related to specific recurring concerns.
  - What should be done about homelessness? Student visitations to city mission; serve meal at Matt Talbot kitchen; donation of recycled jean quilts.
  - What should be done about altering the diet for fat, sodium and sugar intake? Student prepared buffet with appropriate foods; brochure prepared and shared with guests about how to alter food intake.
  - What should be done about time together as family? Individual students assess time together spent as a family; develop and implement a plan to increase quality and quantity of family time.
  - What should be done about media influence on children? Secure a copy of the guidelines prepared by the National Academy of Pediatricians. Monitor the media viewed by younger children. Complete a time comparison.
  - What should be done about understanding the aging population? Establish an on-going relationship with residents in a retirement facility-including recreational activities, educational experiences for both, and just sharing time/conversations.

## **REASONING FOR ACTION**

- FCS.1.C      Apply practical reasoning to investigate a family-related concern.
- a. Identify recurring concerns in one's life.
  - b. Demonstrate the practical reasoning process
  - c. Take responsible action to resolve recurring concerns.
  - d. Use reflective thinking to consider what is being learned from the experience.

### **MIDDLE/JUNIOR HIGH**

- Have students identify the major issues they are facing as adolescents. Have students interview their parents and/or grandparents and talk about the major issues each faced as they were adolescents. Discuss the similarities and differences among the lists.
- Use the FHA Planning Process to develop and implement an action plan related to a recurring concern.

### **SENIOR HIGH**

- View a film and identify the recurring concerns being faced by the characters. Select one to investigate in depth using the practical reasoning process. Keep a log of what was accomplished and how they felt about the experience. After re-reading the log, students write a summary of what was learned from the experience.

## **REASONING FOR ACTION**

FCS.1.D      Demonstrate knowledge of and respect for diverse populations in order to make reasoned decisions in the family, workplace and community

### **MIDDLE/JUNIOR HIGH**

- Establish e-mail pen pals with students in other areas of the state, country, and/or world to secure a more global perspective about issues being studied in class.
- Develop a class or FCCLA project for younger children that stresses that it is okay to be different.
- Encourage students to explore a variety of cultures when selecting foods/menus to be prepared in the laboratory. Expand foods curriculum to include examining attitudes towards food, most common staple foods, eating traditions, etc. in addition to food preparation.
- Involve the counselor or peer educators to help students learn to respect differences among peers. (clothing, behaviors, activities enjoyed, etc.)

### **SENIOR HIGH**

- Clip current newspaper and periodical articles concerning family life in other cultures. Complete research to determine what laws and traditions exist in a variety of other cultures (and our own) related to the issues focusing on how the issue is impacted and impacts family, workplace and community.
- Brainstorm ways that an area is impacted when people from other cultures move into that area. Select one or two impacted areas to study in depth by interviewing, reading, observing, etc. Examine the myths and stereotypes that relate to the areas being studied.
- Present students with case studies of situations involving daily interactions and relationships from a variety of cultural backgrounds without identifying the culture. Students read and respond to the case studies and provide their viewpoint of what should be done and why. Teacher will then identify the culture within which the case study occurred, and ask students to compare and contrast the "cultural" response. (Note: Involve exchange students and/or foreign language teachers in writing the case studies. Print resources, such as National Geographic, could also be used.)
- Investigate similarities and differences in relationship to workplace issues. (i.e. length of work day/work week, vacation leave, maternity leave, etc.) in a variety of cultures. Discuss in relationship to which cultures appear to be child/family-friendly.

## **INDIVIDUALS AND FAMILIES INTERPERSONAL RELATIONSHIPS**

FCS 2.A      Analyze committed, respectful and caring relationships in family, work and community settings.

### **MIDDLE/JUNIOR HIGH**

- Have students come to a shared meaning of the words "committed", "respectful" and "caring". What do those words look like? What do they sound like? How do the meanings change (or do they) as we examine family, work and community life. . .and why? How are these concepts taught and met by the family?
- Provide case situations and then have students role-play a positive and a negative response to the situation. After all case situations are presented, discuss what similarities all of the positive portrayals had in common, the similarities all of the negative portrayals had in common, and the differences between the negative and positive. Students write a summary of what they learned about respectful, caring relationships.
- Use cartoons to introduce "What should be done about developing appropriate manners?" Have students list behaviors they find offensive as well as situations in which they have been uncomfortable. Generate a listing of situations from which each student selects one to investigate (i.e. telephone, e-mail, eating in public, introducing self and others, driving courtesies, littering, etc.). Suggested resource: *How Rude*
- Have students write a thank you note to their parents/guardians at the conclusion of a unit on family.
- Incorporate activities from *Character Counts*, *Lifeskills (Quest)*, *Boys Town Skill Model*, etc.

### **SENIOR HIGH**

- Listen to a variety of popular songs and analyze the messages being sent regarding relationships and the dimensions of commitment, respect and caring.
- Videotape people at a variety of locations (lunchroom, hallway, locker, extra-curricular events, at the mall, etc.) Discuss behavior observed in relationship to respect/disrespect, caring/lack of caring, etc. Develop a code of conduct that would promote commitment, respect and caring.
- Examine local and state statistics related to marriage, divorce, child/spouse abuse, and crime statistics involving persons who are related. Discuss the implications of the data in relationship to the meaning of commitment, respect, and caring.
- Analyze characteristics one should consider in when selecting a roommate and a "life mate". How are they alike? How are they different?
- Investigate how parents and caregivers "teach" children to develop personal characteristics such as: commitment, respect and caring.
- Generate a list of behaviors/actions that young adults will likely need to know how to do within the next few years (i.e. writing thank you notes for graduations and weddings, interviewing, etc.) Investigate the protocol for each and have each student write/publish a booklet on their findings.
- Involve students in community service projects as a class requirement, or as a graduation requirement.

## **INDIVIDUALS AND FAMILIES INTERPERSONAL RELATIONSHIPS**

FCS 2.B      Analyze personal needs and characteristics and their impact on interpersonal relationships.

### **MIDDLE/JUNIOR HIGH**

- Distribute an apple (potato, orange, etc.) to each student and have him/her examine it. Give back to teacher who mixes them up and then students find the one they had at the beginning. Discuss how the fruits were different/similar, and what made them unique. Which traits were "inherited" and which were impacted by environment? Continue by developing an analogy between this experience and people (personal characteristics).
- Watch a video (ie. The Breakfast Club, Toy Story, Little Giants). Analyze a specific individual from the movie in regard to self-esteem and self-concept - how they derived it and its' impact on others.
- Have students participate in activities that help them analyze self-concept and how that relates to interpersonal relationships with peers and family members.
- Generate a listing of the developmental tasks of adolescence (i.e. accepting responsibility, becoming independent, etc.). Divide into small groups to compile a listing of how teens can work together to achieve each of the tasks. Discuss how relationships with peers and family are impacted as one achieves each developmental task.
- As a class, brainstorm a list of personality traits. Students select the five traits that most describe them and the five that least describe them and write a paper providing examples to support their choices.

### **SENIOR HIGH**

- Study Maslow's Hierarchy of Needs. Discuss implications for and impact on relationships.
- Introduce one or several of the following: Real Colors, Myers-Briggs, multiple intelligences etc. and then have students develop a personal map. Discuss how their "strong" characteristics impact interpersonal relationships with peers, co-workers and family members.
- Develop a listing of issues that 18-yr olds face today. Share the listing with parents and grandparents and have them generate a listing of issues they faced as an 18-year old. Compare and contrast the lists from three generations.
- To examine needs vs. wants, use the example of designer clothes versus generic labels. Look at how personal choices impact the family budget, relationships with peers and family members.

## **INDIVIDUALS AND FAMILIES INTERPERSONAL RELATIONSHIPS**

- FCS 2. C      Demonstrate communication skills that contribute to positive relationships.
- a. Practice ethical communication in family, community and work settings
  - b. Examine the interrelationships of communication and technology in family, work and community settings.
  - c. Examine communication styles and their effects on relationships in families, work, and community settings

### **JUNIOR HIGH**

- Study "I messages". . .what they are and their impact on relationships. Role-play situations in which students demonstrate this skill with peers and family members.
- Incorporate "what, why, how" messages (from Skills for Adolescence-Unit 2) into communication study.
- Use a children's story (i.e. The Terrible Thing That Happened at Our House) to introduce conflict resolution in a family setting. Read story part way and then identify problems. In small groups, have students create possible endings for the story. Each group shares their ending and class selects the "best one" and justifies their choice. Read the real ending. Analyze method of resolution as well as the success of it.
- Select articles from *Choice* or other magazines for students to read. Discuss communication style and the barriers that get in the way of the communication process. Provide additional examples from school, home and community.

### **SENIOR HIGH**

- Review "I messages" and , "what, why how" messages. Role-play in situations involving peers and in work settings.
- To illustrate influence of body language, have student draw an emotion and demonstrate that emotion using only body language.
- T-Puzzle - Students are paired and sit with backs together. One gives directions and other puts puzzle together. Three stages: (1) only verbal directions (2) questions can be asked (3) can add visual communication.
- Study body language and communication from an international perspective (i.e. personal space requirement; eye contact; greeting family members, business association, strangers, etc.)
- Communication activity - Divide into groups and use forehead labels to identify roles/ stereotypes (i.e. always agree with me, treat me like I don't know anything, ignore me, make fun of everything I say) Provide with a communication situation like planning a family vacation. Complete activity and then evaluate how each person felt about being treated as per their label. Transfer to family and work situations.
- Use videos (Mrs. Doubtfire) or current situation comedies as a starting point to talk about communication styles, barriers to communication and conflict resolution.

## **INDIVIDUALS AND FAMILIES INTERPERSONAL RELATIONSHIPS**

FCS 2.D      Demonstrate one's responsibility in interpersonal relationships.

### **MIDDLE/JUNIOR HIGH**

- Discuss the meaning of being responsible in a variety of relationships (parent/child, student/teacher, peer/peer, etc.) Have students write scenarios of situations in which they have shown responsibility,
- Complete open-ended statements such as "a friend is . . .", "a good parent is . . ." Discuss in relationship to responsibility.
- Read a story in which sibling rivalry is evident. Discuss what it means to be a responsible sibling.
- Other resources:
  - "Character Counts"
  - "How Rude"
  - "What Kids Need to Succeed"

### **SENIOR HIGH**

- Investigate manners, customs and etiquette from a cultural perspective. Discuss implications for personal and business life.
- When discussing dating issues, talk about responsibility in relationship to date rape, sexual decision-making, qualities of a healthy relationship, teen parenting, etc.
- Invite couples to speak about responsibility in a marriage relationship, in parent/child relationships, how they encourage their children to become responsible.
- Compile a listing of responsible actions that could be taken in a crisis situation (i.e. adoption, abortion, divorce).
- Have an employer speak about responsibility in the workplace from the viewpoint of the employer as well as an employee. Might include cooperation on the job and qualities of a good employee.

## **INDIVIDUALS AND FAMILIES INTERPERSONAL RELATIONSHIPS**

FCS 2.E

Evaluate effective conflict prevention and management techniques.

### **MIDDLE/JUNIOR HIGH**

- As a class, develop classroom rules that minimize conflict among students and between student and teacher.
- Prior to the first food laboratory, talk about how planning plus teamwork will result in a more productive experience. . .knowing one's responsibilities as well as the other group members responsibilities helps to prevent conflict.
- Use Boy's Town S.O.D.A. problem-solving technique.
- Incorporate Peer Mediation training into program.

### **SENIOR HIGH**

- Incorporate point of view activities into instruction. Have students identify a point of view different than their viewpoint to develop an appreciation of various perspectives even if they do not agree with that perspective.
- Invite crisis intervention staff to discuss conflict management.
- Use case studies and the practical reasoning model to study conflict prevention and management.
- Discuss what it means to "fight fair" and the implication of that on interpersonal relationships.

## **INDIVIDUALS AND FAMILIES FAMILY AS A SYSTEM**

- FCS 3.A Evaluate the reciprocal relationship among individuals, the family and society.
- a. Examine family as the basic unit of society.
  - b. Examine the multiple functions of the family, including developing self-forming individuals, transmitting culture and traditions, communicating societal expectations, and maintaining intergenerational connectedness.
  - c. Determine the impact of change and transitions over the life span.

### **MIDDLE/JUNIOR HIGH**

- Define "family" and discuss the purposes of a family. Use case studies, cartoons, or movies to expand thinking about the family. Discuss "What would an ideal family be like?" and "What is the work of the family?"
- Examine local curfew laws and the relationship between individuals, the family and society in the implementation of those laws.
- Discuss the meaning of interdependence and independence and describe what that means within a family and within society.
- Plan and implement a community service project related to the work of the family (i.e., collecting cans for the community food pantry, making nursing home visits).
- Show Disney videos (i.e. Lion King, Little Mermaid) and develop analogies related to relationships.
- Share family traditions (birthdays, holidays, etc.) and discuss the importance of establishing family traditions. Discuss the relationship between culture and traditions. Brainstorm how to maintain family traditions when the family is not living in one area.
- Create survey questions (what is favorite activity? What did you do on your first date? What is your greatest accomplishment? etc.) for students to speculate responses, then interview parents and grandparent and compare.

### **SENIOR HIGH**

- Select a current event situation (i.e. custody of young boy rescued at sea) Investigate the situation from his point of view, the family's standpoint and the legal and cultural perspectives of the two countries.
- Investigate issues surrounding homelessness: how families are affected by homelessness and how homelessness impacts society.
- Examine the individual life span and the family life cycle and the major changes that occur throughout life. Could be done through interviewing a variety of generations about common topics.
- Investigate the major changes within society in selected decades. Discuss the implications for individuals and families.

- Plan and implement a community service project related to the work of the family or an issue being studied (i.e. collection for family crisis hotline, making rape kits for hospitals, adopt a family).
- Complete a "fam-o-gram" diagramming your family and evaluating the strengths and weaknesses of the relationships. Discuss how this might impact you as a parent.
- Research various cultures in relationship to parenting issues, housing, clothing, etc.
- Research via Internet or exchange students, family traditions of another region of the US or another country.

## **INDIVIDUALS AND FAMILIES FAMILY AS A SYSTEM**

FCS 3.B Determine and analyze the characteristics of strong families over the life span.

### **MIDDLE/JUNIOR HIGH**

- Draw a flower and label petal with family strengths. On back of each petal write one thing they could do to make the area improved or stronger.
- Read "Chicken Soup" stories and use as basis for identifying characteristics of strong families.
- Use "Colors" (4-H self-inventory) to help determine characteristics of family members. Relating to them in ways that make the relationship stronger.
- Have each student complete writing on "Why my family is special".

### **SENIOR HIGH**

- Use the research on family strengths (UN-L NebGuide) to explain family strengths. Chart the nine strengths and have students evaluate their own family. Then have another family member complete same evaluation. Combine the data and have student write a paper analyzing one strength and one weakness. Project to future family and have students identify two strengths they want and include strategies that would promote that strength in different stages of the family cycle.
- Analyze characteristics of families portrayed in television programs.
- Research the role of the father in strong families. One resource is *Today's Father* by Ken Canfield.
- Study the data related to a variety of family structures (single parent, stepfamilies, etc.) and identify strategies that would promote strength within those family structures.

## **INDIVIDUALS AND FAMILIES FAMILY AS A SYSTEM**

- FCS 3.C      Analyze how knowledge and skills related to individual, child and family development affect the well-being of individuals, families and society
- a. Examine the qualities of a self-forming person
  - b. Utilize skills and processes necessary to develop into a self-forming person who acts to enhance the family and/or society.

### **MIDDLE/ JUNIOR HIGH**

- List the functions of the family and have students brainstorm how families accomplish these functions.
- Incorporate a variety of programs (Character Counts, Conflict Resolution, Peer Mediation) to develop the skills needed to become a self-forming person.

### **SENIOR HIGH**

- Examine the developmental tasks of adolescence and compare with the characteristics of a self-forming person. Develop a survey form that could be used as a self-assessment instrument. Each student writes a paper based on the self-assessment concerning his or her personal development, including strengths and weaknesses. Have students select one area for improvement and develop a project that would strengthen that area.
- Describe and compare "troubled families" and "healthy families". Discuss the impact of each on communities and society.
- Invite a panel of persons with a variety of backgrounds (teen parent, stepfamilies, etc.) to speak about personal experiences related to well being of individuals, families and society.
- Study the developmental norms related to various ages and stages. Discuss the caregiving issues that are related to the developmental norms.
- Involve students with the computerized babies. Discuss the importance of parenting readiness and developing parenting skills.
- Identify the skills and roles that both males and females need to contribute to the family.

## **INDIVIDUALS AND FAMILIES PARENTING**

- FCS 4.A      Analyze roles and responsibilities of parenting.
- a. Determine effects of parenting practices on the individual, family and society.
  - b. Determine societal conditions that impact parenting across the life span.

### **MIDDLE/JUNIOR HIGH**

- Brainstorm and then categorize "What are the responsibilities of parents in society today?" Sort them using TABA.
- Identify several TV families. If needed, have selected students watch a specific program so they have a basis for discussing. Compare and contrast the roles of the parents. Have students provide examples of how parents exhibited responsible behavior and how they demonstrated irresponsible behavior.
- Discuss the impact of those behaviors on the child, the family as a unit, and society in general.
- Discuss babysitting roles and responsibilities and how those are similar to and different from the responsibilities of parents.
- Have students build a house out of construction paper and a variety of other mediums. Talk about how their house is like building a strong family. Discuss how parenting practices are different for different types of families.
- Role-play different parenting situation (missing curfew, experimenting with drugs, etc.) having the 'parents' assume different parenting styles. Discuss the feelings of and impact on the child, the parent, and other persons in the scenario.
- Have students explore the newspaper and find articles that impact parenting. Discuss.

### **SENIOR HIGH**

- Discuss the cost to society that results from poor parenting practices. Determine societal conditions that impact parenting across the life span.
- Have students interview parents/grandparents and/or find articles (from magazines or the Internet) about families from several decades and/or from several cultures. Analyze parenting practices and family structures from a cultural and historical perspective.
- Establish "families", determine rules for the family, categorize in terms of style, then have student project the effect of the parenting practices on the child (as a child, teen, adult).
- Present a case study (i.e. a stepfamily in which the other parent is pressuring the child be behave a certain way). Have students role play possible solutions. If more than one solution is presented, then have the class analyze the short- and long-term consequences of each solution on the child and each person involved.

- View and discuss videos on family issues (i.e. Alex, This Child is Mine).
- Use a current article (i.e. "Effects of Parenting" from Newsweek) to identify parenting issues. (divorce, abuse, gambling, etc.) Determine the one or two issues, depending on class size that the class wants to explore in depth. Divide the class into groups and have them explore additional resources and prepare a debate.
- Discuss the trend of grandparents parenting their grandchildren. What is the impact on the child, the parent, the grandparent, society?
- Research and graph the family style/structure (single parents, blended families, stepfamilies, two income families, etc.) in Nebraska and the US.

## **INDIVIDUALS AND FAMILIES PARENTING**

- FCS 4.B Evaluate parenting practices that maximize growth and development.
- a. Identify communication strategies that promote self-esteem in family members.
  - b. Analyze nurturing practices
  - c. Evaluate practices of interaction that encourages appropriate behavior.
  - d. Determine criteria for selecting care and services for children.

### **MIDDLE/JUNIOR HIGH**

- Develop a list of what their own caregivers (babysitters and parents) did that they liked. Survey parents about what they look for in a child care provider. Write a brochure on what it takes to be a great babysitter.
- Develop a "babysitters kit" with information sheets (emergency number, essential information about children and parents, specific car information, etc). Create a babysitting bag in which each item is selected because it encourages child growth and is developmentally appropriate.
- Provide case studies in which students identify and provide solutions to problems in babysitting situations or with siblings. Have students identify possible positive interactions.
- Set up a buddy system with lower elementary in which a junior high student would read to and correspond with an elementary child.

### **SENIOR HIGH**

- Observe a day care setting as a class. Examine the laws and regulations required for licensing a variety of day care settings. Have students generate a list of appropriate and inappropriate practices for day care. Develop criteria parents could use in evaluating day care alternatives. Visit a variety of day care settings and evaluate using the criteria. Share results and adjust criteria, if appropriate.
- Provide case studies illustrating a variety of families and parenting situations. Have students describe the type of care/service needed for children and propose/justify possible solution.
- Encourage students to gain experiences in working with children (i.e. conducting a play school, working with elementary students on a specific project).
- Create a resource book concerning day care alternatives within local community or county.
- Using cartoons (i.e. Family Circus), television sitcoms or dramas, evaluate scenes for practices that encourage appropriate behaviors.
- Video: Choosing Child Care Service in Nebraska, Extension Service
- Use materials from the Early Childhood Resource Center in Omaha
- Use simulated doll (or flour/egg babies) to have students experience the realities of parenting. Discuss how their attitudes and opinions about parenting were affected by that experience.

## **INDIVIDUALS AND FAMILIES HUMAN GROWTH AND DEVELOPMENT**

FCS.5.A      Analyze principles of human growth and development across the life span.  
a. Examine physical, emotional, social and intellectual development and their interrelationships.

### **MIDDLE/JUNIOR HIGH**

- Have students develop thirty-second public service announcements about topics of concerns to young people (personal care, puberty, and appropriate behaviors/manners).
- Invite community resource people to speak on human development issues important to young people (i.e. AIDS, abuse, human sexuality, and date rape).
- Have students care for a 'flower plant baby' for a week. Compare that experience with being a teen parent, with a special emphasis on responsibility.
- Have students state their beliefs about older people. Involve students in intergenerational activities. Discuss dimensions of physical, emotional, social, and intellectual growth and have students reexamine their original beliefs.

### **SENIOR HIGH**

- Compare junior high and senior high students and their levels of development (physical, social, emotional, and intellectual).
- Have students conduct research and make presentations focused on issues of special interest such as human reproduction, STDs, birth control and abstinence.
- Examine aging from a societal perspective. How does the anti-aging mentality and age bias impact individuals and society.
- Use a developmental model, such as Havinghurst, to explore human growth and development across the life span. Have students give examples from their own experience of various characteristics.

## **INDIVIDUALS AND FAMILIES HUMAN GROWTH AND DEVELOPMENT**

- FCS 5.B Analyze conditions that influence human growth and development.
- a. Investigate the impact of heredity and environment on human growth and development.
  - b. Examine the effects of life events on individuals' physical and emotional development.

### **MIDDLE/JUNIOR HIGH**

- Use one or more of the following topics to study in depth and discuss how that topic is related to human growth and development (including impact of heredity and environment): peer pressure, substance use/abuse, eating disorders, family structures - divorce/blended families, teen parenting, abusive environments, loss of close family members or friends, housing/homelessness.
- Chart hereditary characteristics in their own family (height, eye color, hair color, etc.).
- Write to an e-mail pen pal and find out about environmental differences and variations in upbringing.
- Use "What's In & What's Not" column from *Teen Times* to compare different parts of the United States.
- Generate a listing of environmental concerns within the state or nation (i.e. pollution, recycling, and use of household chemicals). Investigate the impact of those concerns on human growth and development.

### **SENIOR HIGH**

- Generate a list of topics (hereditary and environmental factors) that impact human growth and development. (i.e. effects of orphanages on the development of children, effect of parental unemployment/lifestyle on growth and development, effect of nutrition on human growth and development, genetic counseling, birth defects and disease).
- Invite chronologically gifted speakers to share insight on why they have lived long and healthy lives. Have each tell their story about how a life event impacted their development.
- Collect as many studies related to twins as possible. Examine the research in relationship to twins who remain together throughout their lifetime versus twins separated at birth.
- Study and discuss Erikson's Developmental Tasks. Have each person select an individual who has written an autobiography as well as have a biography written about them. Explore at least two sources to find examples related to Erikson's theory.
- Examine societal trends that impact human growth and development (i.e. use of drugs, smoking, urbanization, FAE and FAS babies, teen parenting, and stress).
- Study birth defects and a variety of handicapping conditions. Research the causes and current status related to treatment and/or strategies designed to maximize potential and minimize the handicap. Discuss similarities and differences.
- Examine stress across the life span. Identify how the source or cause changes and what remains the same. Discuss coping strategies.
- Examine the impact of economic factors on human growth and development.

## **INDIVIDUALS AND FAMILIES HUMAN GROWTH AND DEVELOPMENT**

- FCS.6.C. Analyze strategies that promote growth and development across the life span.
- a. Examine the role of nurturance on human growth and development.
  - b. Examine the role of communication on human growth and development.
  - c. Examine the role of support systems in meeting human growth and development needs.

### **MIDDLE/JUNIOR HIGH**

- Plan and prepare healthy meals and/or snacks for an elementary class or day care or elder care facility.
- Create toys, books, games and/or other items that are developmentally appropriate for a specific age group.
- Assist with the community 'safe house' project.
- Identify support systems available to teens in local community (hospitals, support groups such as alateen, etc.)
- Examine communication styles in families from various cultures.
- Examine the importance of communication in all relationships (parent-child, between siblings, among friends, etc.). Practice using "I" messages in a variety of situations.
- Use a question box in which students anonymously place questions on a broad range of topics.
- Incorporate "fair fighting" (positive conflict resolution, taking turns, respecting other viewpoints, compromise, etc.) into class discussions.
- Conduct a family interview to learn family history, traditions, etc.

### **SENIOR HIGH**

- After visiting a day care center paying special attention to the activities provided for children, publish a pamphlet with appropriate age and skill level activities for each age group.
- Have students spend several hours spread over several weeks interacting with residents in a nursing home. Have them write a journal about their experiences focusing on what they learned about human development, nurturance, communication, and support systems as well as their own attitudes and feelings toward the project.
- Compile and publish a listing of support systems available in local community related to entire life span.
- Examine the role of local governmental policies in relationship to human growth and development.
- Contrast and compare own family communication skills with other families (other classmates, the media, TV families).
- Students study about and discuss assertive communication topics and/or procedures. Have students practice their learnings using a variety of case situations.

- Study about roadblocks to communication. Have students search the comics for examples of each type of roadblock. Brainstorm strategies to counteract each roadblock.
- Examine stereotyping (gender, age, economic level, etc.) in a variety of relationships (working relationships, within families, among individuals).

## **PERSONAL AND FAMILY RESOURCES CONSUMER RESOURCES & MANAGEMENT**

- FCS.6.A Analyze how knowledge and skills involving consumer and resource management affect decisions related to the well-being of individuals, families and society.
- FCS.6.B Analyze interrelationships among consumer actions, the economy and the environment.

### **MIDDLE/JUNIOR HIGH**

- Clip articles from the paper about vandalism and shoplifting. Research how much it costs the consumer, the business owner and the person involved in the action. Discuss the legal consequences within.
- As a class 'respect' activity, clean up a park or an area within the school or along a highway.
- Examine recycling efforts within the local community and then design a project to increase awareness and/or participation in what exists or create, with the help of a community group, new opportunities.
- Research the impact of teens within the economy. Class might consider such issues as spending patterns of teens, how much teens really spend and save, influence of advertising -name brands vs. plain label, peer pressure, family expectations, etc.

### **SENIOR HIGH**

- Brainstorm consumer issues that prevail within society (credit use, gambling, recycling, use of internet, consumer rights/responsibilities, development of large commercial hog farms, etc.). Either individually or in small groups, research how a specific issue has changed in the last fifty years, how that issue has impacted and been impacted by the economy, and environmental relationships.
- Research state bankruptcy laws. Explore how they have changed over time and how that has impacted consumer actions and the economy. Discuss systems that exist to support persons who find themselves in bankruptcy situations. Discuss the ethical issues related to bankruptcy.

**PERSONAL AND FAMILY RESOURCES  
CONSUMER RESOURCES & MANAGEMENT**

FCS.6.C Evaluate consumer policies, information and services, including those that related to consumer rights and responsibilities.

**MIDDLE/JUNIOR HIGH**

- Discuss return policies for places teen shop or eat. What are the procedures, who do they talk to and how can complaints be most effectively made, what are the policies, and how does all of this relate to consumer rights and responsibilities.
- Visit a bank to learn about checking policies. What happens when a person writes an insufficient fund check, how does that relate to one's credit rating, how can one avoid the situation, what support services are available if one finds themselves in that situation. How does all of this relate to consumer rights and responsibilities.

**SENIOR HIGH**

- Study how to write an effective letter of complaint and then practice that skill.
- Complete a check account balancing simulation.
- Make a comparison of services among two or more competitors (credit cards, long distance telephone service, savings accounts, etc.).
- Contact the Better Business Bureau via Internet to determine the services that are provided and the information available through the BBB.
- Tape television shows that address legal issues. Research what Nebraska law is in relationship to that specific issue.
- Evaluate alternative methods of securing goods and services (catalog, Internet, etc.). What consumer rights and responsibilities are involved? What policies are in existence related to each?

**PERSONAL AND FAMILY RESOURCES  
CONSUMER RESOURCES & MANAGEMENT**

FCS.6.D      Analyze factors (social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families throughout the life cycle and how those decisions impact society.

**MIDDLE/JUNIOR HIGH**

- Keep track of income and spending either through a simulated experience or students may use their own real life experience for a period of time. Complete an analysis of spending, including adjustments that could be made to spending.
- Develop and conduct a survey on the effect of advertising and peer pressure on consumer decisions.

**SENIOR HIGH**

- Conduct a comparison study of insurance plans, IRA's and other retirement plans.
- Investigate how telephone solicitation takes advantage of the elderly. Determine if there are any laws in Nebraska related to this issue.
- Research the cost of raising a child or the amount of money spent on weddings.
- Have students investigate the costs involved in purchasing, licensing, insuring and maintaining (upkeep and repairs) cars.
- Participate in the Stock Market Game.
- Investigate laws related to shoplifting/theft and research the cost to businesses and consumers related to such activity.
- Complete an historical analysis of Social Security . . . increases in contributions, changes in benefits, comparing original intent of legislation with present program, etc.
- Examine how budgeting changes over the life cycle and how specific events (birth of a child, loss of job with benefits, etc.) impact those changes.

## **PERSONAL AND FAMILY RESOURCES CONSUMER RESOURCES & MANAGEMENT**

FCS.6.E Analyze factors and evaluate issues related to resource management decisions of individuals and families across the life span.

### **MIDDLE/JUNIOR HIGH**

- Set up a personal budget managing income from allowances and jobs (i.e. paper routes, baby-sitting).
- Complete a time schedule charting each day for several days. Evaluate by identifying what they are doing well and where are they "wasting" time. Make a plan to improve time management skills. Note: This could also be used for other resources (i.e. money, energy).
- Identify community resources by completing a community asset map.

### **SENIOR HIGH**

- Create a personal time line identifying where you will be, what you will be doing, etc. Determine what resource management decisions will be needed at that time in your life.
- Set up a personal budget for the present time in your life. Set up a personal budget for the year following your graduation. Compare and contrast the two plans. What factors are the major contributors to the differences? What issues are raised when one compares the two plans?
- Students anonymously respond to the open-ended statement "If I won a \$1000 in a lottery, I would. . ." As a class discuss the values held by each respondent and the issues that might surround that decision. Investigate what has happened to lottery winners and how that has impacted their personal and professional lives.
- Conduct a survey of parents concerning the most important and the hardest resource management decision they have made in the past ten years. Have them identify one or two resource management decisions that they need to make about which they need more information. Analyze the data. Either as a class or small groups, identify a topic to research (i.e. IRA's, wills, investments) Collect current information and present in a format that would be most useful to parents.

## **PERSONAL AND FAMILY RESOURCES CONSUMER RESOURCES & MANAGEMENT**

FCS.6.F      Demonstrate management of personal and financial resources to meet the goals of individuals and families across the life span.

### **MIDDLE/JUNIOR HIGH**

- Discuss goal setting and have students use a goal setting process to set a short-term goal. Monitor progress toward that goal over a period of time.
- Have each student complete an assessment of how they use their time. Discuss strategies for time management. Have each student set a goal for improving his or her time management and monitor progress toward that goal.
- Have each student complete an assessment of how they use their money. Discuss strategies for money management. Have each student set a goal for improving his or her personal money management and monitor progress toward that goal.

### **SENIOR HIGH**

- Complete a project in which students plan and prepare meals for a specific group (small children, WIC program, and commodity users) to meet the nutritional goals of that group.
- Develop a cookbook using commodities, or seasonal or garden-grown foods.
- Complete a simulated experience related to purchasing a home. Would involve working with realtors, insurance agents, loan officers, etc. to develop a base of knowledge. Divide the class into groups with specified incomes and set expenses. Have them determine whether or not home ownership is a possibility and, if so, what are the logical options within that local community.
- Discuss the roles and responsibilities of being a treasurer (of a school group and/or community organization) as well as the processes involved.
- Using case studies, have students assess the financial management of a variety of cases and then write summary statements about the strengths and weaknesses of each.

## **PERSONAL AND FAMILY RESOURCES CONSUMER RESOURCES & MANAGEMENT**

FCS 6.G

Evaluate the impact of technology on individual and family resources.

### **MIDDLE/JUNIOR HIGH**

- Generate a list of items that junior high youth purchase most often. Discuss needs and wants in relationship to the listing. Use the Internet to determine which of these items are available through that technology. Discuss the advantages and disadvantages of using the Internet as a source for each item. Compare the costs of Internet purchases and purchases made locally.
- Complete a class survey of the type of technology (Nintendo, computers, cell phones etc.) available in their own homes. Determine how much time that each family member spends with each technology. Discuss factors that may influence that. Total the number of hours that each family unit spends on average each week interacting with technology. Discuss how this choice may be impacting the amount of time available for family activities.

### **SENIOR HIGH**

- Examine how technology use has changed within the family (i.e. care of clothing, food preparation, shopping, banking) in the last one hundred years. Investigate what futurists are predicting will be changes in the next 25 years.
- Investigate the use of e-mail as a method of family communication. What are the advantages and disadvantages? Discuss in what types of situations the outcome is positive and in what types of situations the outcome may be negative.
- Conduct a food laboratory using a variety of technology applications. For example, making meringue using a fork, whip, hand-beater, Mixmaster, blender. Compare time, expense, resulting product, etc. Discuss appropriate use of technology.
- Investigate quilt-making comparing hand-produced quilts with machine-produced quilts. What are the cost differences? What differences in quality exist? Are there differences in the emotional attachment to a quilt depending on how it was made or by whom it was made?
- Have each student select two potential career choices. Examine how technology has impacted that career in the last 25 years and what projected technological changes may impact that career in the next 25 years.
- Investigate what constitutes unethical use of technology in the work place.

## **PERSONAL AND FAMILY RESOURCES NUTRITION / WELLNESS/ FOODS**

FCS.7.A Identify nutritional needs of individuals and families.

### **MIDDLE/JUNIOR HIGH**

- Examine the Food Pyramid and how it relates to preschool and school-age students. What accommodations are needed for students involved in sports?
- Keep a food diary for 5-7 days and analyze whether or not the nutritional needs were met. Students could graph individual percentages of selected nutrients and/or how the class as a whole did in relationship to a specific nutrient.
- Learn about specific nutrients through a variety of learning experiences such as: research, games (Nutrition Bingo), videos and dieticians.
- Use Dairy Council materials such as Exercise Your Options, food charts, etc. to study about nutrition.
- Investigate the importance of breakfast in relationship to performance in class as well as meeting daily dietary intake.
- Discuss the role of snacks in meeting daily dietary intake. Compare healthy snacks with "empty calorie" snacks. Design a campaign to encourage youth to make wise snack choices.

### **SENIOR HIGH**

- Use nutritional pamphlets from a variety of fast food options to examine how nutritional needs can be met.
- Learn about specific nutrients through a variety of learning experiences such as: research, games (Nutrition Bingo), videos and dieticians.
- Keep a food diary for 5-7 days and analyze whether or not the nutritional needs were met. Develop an action plan for improving dietary intake; monitor during the semester.
- Investigate special dietary situations (diabetes, low-fat, low-sodium, reducing cholesterol, heart disease, and osteoporosis). Plan menus for one week that meet the special dietary standards.
- Conduct a "Convenience vs. Homemade" laboratory (possible products: orange juice, pizza, macaroni/cheese). Have students complete a nutritional analysis, cost comparison, time comparison, quality of product comparison, etc.
- Suggested Website: [stayinshape.com](http://stayinshape.com)
- Using the Internet, find a menu for a different country. Analyze how that menu meets the Food Guide Pyramid.
- Have food service personnel explain the standards they must follow in menu development. Have students develop menus based on those standards.

## **PERSONAL AND FAMILY RESOURCES NUTRITION / WELLNESS/ FOODS**

FCS.7.B Incorporate health and wellness practices across the life span.

### **MIDDLE/JUNIOR HIGH**

- Study the health triangle. Using case studies across the life span, analyze how one side of the triangle affects the other. Have students write their own personal examples taking into consideration food consumption, physical activity, social life and emotional satisfaction.
- *Video: Good Food, Bad Food*
- Study changing terminology: fat-free, low-fat, cholesterol free, no fat etc.
- Study about eating disorders using videos and speakers.
- Investigate fad diets using speakers from the medical profession and the October 199 issue of Time.
- Stress the importance of calcium intake by using Dairy Council materials and videos.

### **SENIOR HIGH**

- Invite a cardiologist to discuss the impact of health and wellness practices across the life span, especially in relation to heart disease. Role-play a situation where a family member has just had a heart attack and the doctor explains what treatment and therapy needs to be done. Include costs, and life style changes.
- Plan menus that would meet the nutritional needs and appeal to a variety of age groups.
- Brainstorm general health and wellness practices. Divide into groups and assign each group one group (children, teens, elderly, etc.) Each group researches specific strategies that would incorporate each of the general health and wellness practices appropriate to that group.
- Analyze the statement "Do you live to eat or do you eat to live?"
- Examine your family health history and a personal health inventory. Identify potential areas of concern. Develop a plan to improve your future health based on potential risk factors.
- Complete a body fat composition. Develop a plan to improve; monitor.
- Develop a series of nutrition lessons for preschools and actually present them to appropriate audience(s).
- Develop a week's worth of menus based on grocery ads from newspaper.

## **PERSONAL AND FAMILY RESOURCES NUTRITION / WELLNESS/ FOODS**

FCS.7.C      Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.

### **MIDDLE/JUNIOR HIGH**

- "Betty Quackers" demonstration: teacher demonstrates incorporating many unsafe and unsanitary techniques. Students are responsible for writing down as many as they see. At the conclusion, discuss what changes should be made to improve the situation.
- Assign one student the role of "Inspector" (safety and sanitation) during each laboratory with the assignment to record negative and positive behaviors of the group. Rotate the responsibility.
- Silent Lab Activity: teacher gives demonstration using some correct and some incorrect procedures. Students record negative and positive examples on the laboratory sheet.
- Demonstrate proper use of meat thermometer (free from Beef Council).

### **SENIOR HIGH**

- Visit a child care facility, a high school cafeteria, and a nursing home facility. Compare meals served and standards related to food service in each setting. Special attention could be given to from whom they secure the food and storage processes.
- Divide class into small groups. Give each group a scenario that includes family composition, income level, activity/interests, and any special dietary considerations. (vary each one) Group plans menus to meet the nutritional needs. Self-evaluate and then have peer evaluation. Redesign menus and then plan one foods lab in which an entire meal is prepared and served.
- Resources: "Food Safety is no Mystery" from the Dairy Council, handwashing/food safety video, 20/20.
- Using a variety of food poisoning situations, discuss concerns involved in food safety.
- After studying about food safety and sanitation, have students write and produce their own video.
- Conduct a grocery store scavenger hunt using a variety of items related to safety, sanitation, health and wellness across the life span, meeting the nutritional needs for specific situations, etc.

## **PERSONAL AND FAMILY RESOURCES NUTRITION / WELLNESS/ FOODS**

FCS.7.D Analyze factors that influence nutrition and wellness practices across the life span.

### **MIDDLE/JUNIOR HIGH**

- Discuss how family activities influence the eating patterns of the family.
- Involve class with sports nutrition activities.
- Keep an exercise diary that shows amount of time and level of activity. Compare with food intake.
- Examine stress management practices that contribute positively to wellness practices. Discuss relationship of stress to food intake.

### **SENIOR HIGH**

- Investigate how the socio-economic standards impact consumer choices.
- Secure food guides from other countries. Compare and contrast the food guides with the US Food Guides.
- Invite a dietician to focus on nutrition issues of the life span and diet alternatives.
- Website: [ANRED.com](http://ANRED.com) - eating disorders
- Resource: Seven Tests for Life, Cancer Society
- To help students gain the perspective of a handicapping condition and how that impacts nutrition practices, conduct a foods laboratory in which students are assigned handicapping conditions (thick glasses or covering eyes - blindness, using nose plugs -no taste/smell, thick gloves - loss of physical dexterity). Discuss the special needs of persons with handicapping conditions. Explore sources of support and assistance to each group.
- Analyze how the diet now being eaten may affect your long-term health.

## **PERSONAL AND FAMILY RESOURCES NUTRITION / WELLNESS/ FOODS**

FCS.7.E Analyze factors (social, psychological, economic, cultural) affecting nutrition, wellness and foods decisions for individuals throughout the life cycle and how those decisions impact society.

### **MIDDLE/JUNIOR HIGH**

- Have students list typical foods their families consume at various holidays and family celebrations. Analyze the food traditions according to social, psychological, economic, cultural, and religious influences/impact.
- Resource: Exercising your Options from Dairy Council
- Video: Diet for a New America
- Investigate the food issues of third world countries. Discuss in relationship to diet and health issues and concerns.

### **SENIOR HIGH**

- Each student draws the name of a county. Using travel brochures, Culture Grams and Internet resources, they research the food commonly eaten (staple foods) and why, consider geographical impacts, food sources, wealth, economic status, etc.
- "World fairness game" - sorry, but the description was incomplete.
- Examine food packaging and how it impacts food safety, storage, recycling, etc.
- Conduct a "food waste" survey either at home or in cafeteria. Document how much was thrown away and determine why food was being wasted.
- As a class service project, volunteer to serve food at the Salvation Army Mission, soup line, city mission, senior center, nursing home, veterans home, etc.

**PERSONAL AND FAMILY RESOURCES  
NUTRITION / WELLNESS/ FOODS**

FCS.7.F Evaluate factors that affect food safety, from production through consumption.

**MIDDLE/JUNIOR HIGH**

- Hand Washing activity: Take two sanitized canning jars and two slices of bread. Have a student with unwashed hands touch and handle one slice of bread before placing it in one jar. Have another students thoroughly wash their hands before handling the other slice and placing it in the second jar. Seal the jars and observe and record, daily, changes in appearance. After one month, write a summary of what was learned from this experience.
- Guest Speaker: extension agent using Glo-Germ and/or hand washing powder and black light. (Nebraska Restaurant Association also has this available)
- Video: The Great Food Fight video from Video Placement Center
- Arrange for a field trip to a restaurant so learn about product control and sanitation.

**SENIOR HIGH**

- Growing Cultures: Prepare petri dishes with agar or gelatin mixture. Allow mixture to gel in a sterile environment. Have students contaminate and label individual containers with contaminants (i.e. coughing, sneezing, fingernail clippings, etc.) Describe the changes that occur during the week.
- Guest speaker from Health Department, food inspectors, food manufacturing industry and/or restaurant.
- Design and conduct survey about hand washing. (no action, temperature of water, length of time, use of soap, etc.) Compile results and then conduct awareness campaign related to project.
- Collect current articles on food borne illnesses. Design and conduct research projects using current periodicals and Internet resources related to issues and concerns (i.e. E Coli, package tampering, etc.) Have students prepare oral presentations based on their research.

**PERSONAL AND FAMILY RESOURCES  
NUTRITION / WELLNESS/ FOODS**

FCS.7.G Evaluate the impact of science and technology on food composition, safety and other issues.

**MIDDLE/JUNIOR HIGH**

- Collect samples of food products using a variety of packaging methods (juice boxes, aseptic packs, vacuum-sealed meat products, sports drink bottles, dehydrated food products, etc.) Discuss and evaluate each packaging technique in relation to food science and environmental concerns.
- Require students to pass a food safety exam before they can do any food lab. Give each a certificate.

**SENIOR HIGH**

- Guest speaker from USDA Meat and Food Inspection department to discuss what science and technology has developed in relationship to food safety.
- Incorporate packaging ideas that the space age introduced. NASA has information on how to preserve or prepare food in a fashion that is palatable and space saving.
- Secure food rations from the military. Prepare and discuss reactions.
- Investigate safety issues related to home canning and freezing.
- Nutrition Pill Activity: Discuss the pros and cons of having nutritional needs met by merely taking a pill.
- Investigate current issues (i.e. irradiation, gene therapy, organic foods, fat blockers/busters, herbs, etc.) with an emphasis on safety.
- Evaluate health food stores and supplements.
- Use a critical thinking strategy to analyze a current article regarding facts and opinions about biotechnology.

## **PERSONAL AND FAMILY RESOURCES LIVING ENVIRONMENTS**

FCS.8.A Analyze the significance of the home for individuals and families.

### **MIDDLE/JUNIOR HIGH**

- Complete a concept analysis on home and house. Have students complete an anagram using each word.
- Explore housing from a cultural perspective. Book/CD: *Material World* - shows house and material possessions of various world cultures.
- Prepare a deck of cards with characteristics of house (materials, house styles, etc.) and home (relationships, emotions, etc.). Have students use the cards to build a "card house".

### **SENIOR HIGH**

- Analyze significance of home by using quotes such as "Home is where the heart is", "A man's home is his castle" etc.
- Analyze significance of home by using music such as "Home for the Holidays", "Home on the Range", "Take me Home Country Roads".
- Relate Maslow's Hierarchy to housing needs and want at each level.
- Investigate homelessness: use a video from 20/20 or Dateline, do Internet research, "experience" living in a refrigerator box, visit a homeless shelter to interact with homeless persons, volunteer at homeless shelter.

## **PERSONAL AND FAMILY RESOURCES LIVING ENVIRONMENTS**

FCS.8.B Demonstrate management of individual and family resources in the living environment.

### **MIDDLE/JUNIOR HIGH**

- Develop a plan for caring for own room. Implement plan and evaluate.
- Create something to enhance personal environment by recycling something.
- Use *Real Game* to examine lifestyle effects on family resources.
- Tour a Goodwill or Salvation Army store.

### **SENIOR HIGH**

- Present students with a variety of case studies describing family situations with the challenge of selecting appropriate housing to meet the specified needs of each family. Student use local resources to obtain needed information to make a selection that meets the criteria. As students investigate, the teacher adds challenges or obstacles (i.e. job change, natural disaster). Students are expected to creatively use resources to solve the problem.
- Refinish old furniture.
- Examine alternatives for improving storage space within their closet. Students develop 2-3 alternatives and then select the one they would be most likely to implement and justify that selection.
- Develop a plan for caring (cleaning and maintenance) for their first apartment. Plan would include daily, weekly, monthly and annual "chores".
- Computer program: Real Life in Prarieville

## **PERSONAL AND FAMILY RESOURCES LIVING ENVIRONMENTS**

FCS.8. C Evaluate issues related to living environments of individuals and families throughout the life cycle.

### **MIDDLE/JUNIOR HIGH**

- Introduce concept of life cycle. Discuss who are your neighbors and in what stage of the life cycle are they, how does their housing choice meet their needs.
- Watch a segment of Home Improvement. Identify the issues presented, explore alternatives for addressing the issues, and discuss the relationship of the issue to the life cycle.
- Have students brainstorm the issues they face right now. . .sharing bedroom, sharing bathrooms, lack of privacy, etc. Discuss alternatives for dealing with each issue.

### **SENIOR HIGH**

- Review family life cycle. Give each student 10-12 sticky notes on which students write one or two issues related to housing for each of the life cycle stages. Place all of the notes on a chart. Divide the class into groups to investigate the issues of the stage assigned to them. This could be accomplished through interviews or researching specific issues. Each group gives a presentation summarizing findings.
- Evaluate several floor plans according to needs and life cycle stage.
- Develop a plan for how student will furnish their first living space once they leave their parents' home. Include a discussion of wants and needs. Have students calculate the cost of furnishing their space.
- Compare and contrast the similarities and differences of living in a college dorm room with living in a nursing home.
- Use the house buying activity found in the FCS Collection of Assessments booklet.

## **PERSONAL AND FAMILY RESOURCES LIVING ENVIRONMENTS**

FCS.8. D Analyze factors (social, psychological, economic, cultural) affecting living environment decisions for individuals and families throughout the life cycle and how those decisions impact society.

### **MIDDLE/JUNIOR HIGH**

- Role-play different social situations dealing with housing.
- Using the same apartment floor plan, have students decorate using a pre-assigned "theme" (punk, fifties, oriental, etc.). Discuss the feelings generated by each and how they might be impacted if they actually lived in that environment.
- Discuss homelessness and the effect on attitudes and self-esteem, especially for youth.

### **SENIOR HIGH**

- Tour houses and discuss each in relationship to how that house would meet the needs of people at various stages in the life cycle.
- Examine governmental policies and assistance programs available to help low-income people secure housing (HUD, ADC, etc.) and for people in general to buy a home.
- Examine the property tax assessment system from a historical perspective, including such issues as taxes being based on main floor footage, tax breaks for first time homeowners, homestead exemption, etc. Also include the present laws.
- Research being a potential home buyer and how social, cultural, and economic factors influence one's "treatment" (i.e. single woman, people of color)
- Examine housing codes and standards related to natural disasters. . .hurricane, earthquake, floods, etc.
- Investigate Habitat for Humanity as a way of providing housing needs. What criterion does one need to meet to be eligible? What is the process? How are decisions made? Class may consider volunteering at the local level.

**PERSONAL AND FAMILY RESOURCES  
LIVING ENVIRONMENTS**

FCS.8.E      Evaluate the impact of technology on living environments.

**MIDDLE/JUNIOR HIGH**

- Brainstorm a list of technology used in the home. Keep a time schedule of the amount of time spent using this equipment daily.
- Examine the historical development of "new devices" (ice boxes to refrigerators, phonographs to stereo systems, etc.) Discuss the impact of these developments on the family and living environments.

**SENIOR HIGH**

- Conduct an historical research project comparing housing trends and issues of each decade, including what new technology became commonly used during each decade. Discuss the lag time between invention and common usage and how that impacts families.
- By using the Internet and print resources, explore the Smart Home. . . what it is; what future concepts might emerge, etc.
- Generate a listing of new products related to housing that are available on the market. Assign each to a class member to conduct research and present a report.

## **PERSONAL AND FAMILY RESOURCES TEXTILES AND APPAREL**

FCS.9.A Analyze factors (social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

### **MIDDLE/JUNIOR HIGH**

- Complete a concept map about "Why do we wear clothes?". (culture, religion, protection, adornment, status, identification). Have students prepare a collage representing each of the factors. Discuss the impression given by wearing each of the examples selected for the collage.
- Have students find examples of teen fashion in the 20's, 40's, 60's, 80's and today. Discuss how the social and economic situation is related to fashion.
- Develop a survey form including such items as: What was their wardrobe like as a child, teen, young adult? Who made the clothing decisions and where did they shop? Have students interview parents and grandparents; compare responses.

### **SENIOR HIGH**

- Conduct research on textiles from an historical and cultural perspective. Explore both fibers and finishes and how each relates to comfort, durability and environmental issues.
- Conduct research on apparel. Chart styles of a specific clothing feature (neckline, sleeve, length, etc.) over time. Produce a historical style show incorporating research findings into the script.
- Have students find pictures of clothing appropriate for each age throughout the life cycle. May also want to have them consider lower, middle and upper income levels. Discuss the relationships among the demands for clothing and the availability of merchandise.
- Students select a country and research fashion & clothing trends/issues along with other aspects of that culture. May want to include wedding/funeral clothing as well as special considerations for infants and elderly. Students each create a fabric square that represents that culture; class quilts blocks together.
- Debate issues related to clothing and textiles such as: Should there be school uniforms?, How should society deal with sweatshops?
- Compare the fashions featured in a variety of magazines (high fashion, women's magazines, esquire, teen magazines, etc.). Discuss fashion, fads and trends.
- Have students determine the monetary value of their wardrobe. Using the premise that a fire has destroyed everything, have each one build a new wardrobe. Each one writes a paper in which they compare the two wardrobes and identify the factors they considered as they made clothing decisions.

## **PERSONAL AND FAMILY RESOURCES TEXTILES AND APPAREL**

FCS.9.B Evaluate textile information and services.

### **MIDDLE/JUNIOR HIGH**

- Examine labels and care hangtags: what information is required and what information and symbols mean. Take a field trip to local retail stores to find label information.
- Learn about the primary characteristics of each major textile used in clothing and how those characteristics impact consumer decisions.

### **SENIOR HIGH**

- Secure information from furniture stores concerning upholstery and carpet textiles. Generate questions about characteristics, uses for and care of these textiles. Use Internet to research more information and give student reports.
- Explore career opportunities in textile and apparel industry. May include videos, field trips to production factories or retail stores.
- Analyze the similarities and differences of care between those garments requiring laundering (hand-washing, machine washing) and dry cleaning. Discuss the impact of care on textile decisions.
- Evaluate the range of services provided by stores (second-hand, thrift, discount, general retail, specialty fashion stores). Examine store policies related to credit, layaway, return policies etc.
- Invite a salesperson to discuss the characteristics of a good vs. poor consumer.

## **PERSONAL AND FAMILY RESOURCES TEXTILES AND APPAREL**

FCS.9.C

Care for and repair, alter, or produce textile products and apparel.

### **MIDDLE/JUNIOR HIGH**

- Discuss proper laundry techniques. Have students assume responsibility for doing family laundry and secure comments from parent/guardian.
- Have students demonstrate simple basic hand repairs: repairing a seam, sewing on a button, hemming jeans, etc.
- Each student brings one item from home that is currently not being used/worn. Have students generated recycling options for each other. Student selects from among the options (or selects own idea) and alters the item.
- Potential sewing projects: bags, boxers, stuffed animal, shorts, sweatshirt or t-shirt, locker storage item.

### **SENIOR HIGH**

- Stain removal lab - Teacher provides several stained items. Students determine what to use and process for treating, treat the stain, and report results.
- Have students demonstrate simple basic hand repairs: repairing a seam, sewing on a button, hemming jeans, etc.
- Incorporate entrepreneurship concepts by establishing an assembly line process to produce a product. Students assume responsibility for marketing, making and delivering product and are also responsible for bookkeeping.
- Related Service Projects: making quilts for the needy, baby blankets for local hospital, toys for children.
- Potential sewing projects: apparel for self that involves new construction skills, curtains, sewing for someone else, wall hangings, pillows.
- Have students combine two or more patterns to design a garment.
- Discuss the relationship between creation of textile products to leisure time usage, and as an entrepreneurial activity.

**PERSONAL AND FAMILY RESOURCES  
TEXTILES AND APPAREL**

FCS.9.D Evaluate the impact of science and technology on apparel and wellness.

**MIDDLE/JUNIOR HIGH**

- Explore the process of and the pros and cons of shopping on the Internet. Develop guidelines for being an astute Internet shopper.
- Have students use some of the new technology: sergers, embroidery machine, computer programs, etc.

**SENIOR HIGH**

- Conduct fiber identification lab using flame test, chemical testing, and newer technologies, if available.
- Have students use some of the new technology: sergers, embroidery machine, computer programs, CAD program for fashion design, computer design, photo transfer, etc.
- Explore websites related to textiles and develop a resource of what each site has to offer consumers.
- Computer program: Your Ideal Silhouette

## **FAMILY AND WORK WORK READINESS**

FCS.10.A      Examine how work impacts the individual and family financially, emotionally, physically, socially, and intellectually.

### **MIDDLE/JUNIOR HIGH**

- Have each student write their own definition of work; share definitions with class; develop a class definition of work.
- Provide class with case studies involving a wide variety of jobs. Have them identify the issues (financial, emotional, physical, social and intellectual) that might be a concern. Discuss the interrelationships.

### **SENIOR HIGH**

- Conduct interviews with two or more generations to gain their perspective of work and how work impacts the individual and family in each developmental area. Present findings to class. Create a video or presentation based on findings and volunteer to present to community groups.
- Generate a list of work issues (unemployment, lay-offs, sexual harassment, workplace atmosphere, morale issues). Discuss the impact of each issue on the individual and family.
- Brainstorm solutions to pay inequity and how that impacts the family.
- Examine the effects of varied work settings (working at home, working for a boss located in a different site, flexible scheduling, etc.) on work productivity and work/family issues.
- Examine the child care issue and its impact on work. Visit a variety of childcare choices. Compare services provided and assess value of these services in meeting family needs.
- Have a panel of parents from a variety of family structures (single parent, minority, dual career, stay at home parent, etc.) speak about the impact of work on themselves and their family.

## **FAMILY AND WORK WORK READINESS**

FCS.10.B Demonstrate problem solving, teamwork, communication, conflict resolution and self-management skills in family, community and work/career settings.

### **MIDDLE/JUNIOR HIGH**

- Connect family problems to work performance and vice versa using role-playing situations.
- Use skits to role-play conflict situations. After words examine positive ways to address the conflict.
- In evaluating a laboratory (foods, clothing, childcare), include criteria related to planning, teamwork, and managing schedule into rubric.
- Connect classroom with a business in the community and volunteer for that business.
- Plan a community service project. Involve class members and community leaders in the planning, implementation, and evaluation of the project.
- As a class develop a matrix with family, community and work on the side and problem solving, teamwork, communication, conflict resolution and self-management across the top. Have students generate examples from their own lives or situations they have seen on television or read about in newspapers that would be examples within each cell. Discuss how the skills one uses in the family and similar and different from those used in the workplace.

### **SENIOR HIGH**

- Most Successful Business Activity: Divide class members into companies, provide each company with a given list of items to produce and a limited number of resources. Assign roles. Do activity. Evaluation is based on problem solving, teamwork, communication, and conflict resolution.
- When students are involved in career exploration, discuss the impact of each specific job or career on the family.
- Build a Community activity: Divide class into groups. Make a street "sign" (name of street, slogan and logo), and then list occupations on your street. Develop a community service project using the occupations on your street and present your idea to "city council" (small group of evaluators). Council selects the best idea. Through this activity students see how careers can contribute to the community.
- Utilize the problem-solving module in the *Workplace Readiness* curriculum. (available through ESU if not in school)
- Invite businesspersons to speak on a panel on how teamwork is applied in the real world.
- As a class or FCCLA project, use problem solving, teamwork, communication skills in developing a carrying out a specific project (i.e. valentine cookie sales, community service).
- Use case studies describing examples of situations in the workplace - computers not working, staff members who do not do share of work, etc.

## **FAMILY AND WORK WORK READINESS**

- FCS.10.C Demonstrate job seeking and job keeping skills.
- a. Examine beliefs about job seeking and job keeping skills from various perspectives (employer, employee, self-employed, welfare recipients, etc.)
  - b. Examine and demonstrate ethical behavior and professionalism in seeking and keeping jobs.

### **MIDDLE/JUNIOR HIGH**

- Practice appropriate telephone and listening skills by having each student make a phone call (simulated) to inquire about a job, answer the telephone and take a message, etc. Tape record for self-assessment and review.
- Use Real Game simulation: Students receive an occupation with a set income, leisure time, etc. Students budget income, time, etc. and make decisions about "real life" situations. Complete job applications, discuss employer-employee expectations (i.e. working hard, being punctual, human relations, attitude).
- Incorporate writing skills by teaching how to write letter of application, follow-up letter and thank you letters.

### **SENIOR HIGH**

- Involve students in the Job Interview STAR event in which they develop a portfolio, complete an application, and go through an interview process related to a specific job.
- Either have a panel or have student interview employers in the community concerning important job keeping behavior.
- Discuss appropriate behavior and dress during interviews and while on the job. Examine workplace issues such as sexual harassment, use of company materials for personal use, appropriate use of the Internet, company policies and handbooks, etc.
- Provide for opportunities for students to have mock interviews. . .involve advisory committee members, community members, and/or administrators.

## **FAMILY AND WORK WORK READINESS**

FCS.10.D      Examine potential career choices to determine the education, technologies, skills, and attitudes associated with each.

### **MIDDLE/JUNIOR HIGH**

- Have students research jobs related to each unit studied - - one requiring no education beyond high school, one requiring a two-year degree, and one requiring a four-year degree. Compare salaries, working conditions, and opportunities for advancement.
- *Using the Real Game* simulation, students explore their own career as well as compare occupation that other students have. (income, education, working hours, etc.)
- Invite community members to speak to the class about their own career.

### **SENIOR HIGH**

- Computer Programs: Choices, NCIS
- Use Work Keys program to help students understand the skills needed to enter and be successful in a job.
- Student makes arrangement to interview someone presently working in the job the student is considering. Student writes a report on own skills, what skills are needed, and makes comparative conclusions.
- Students complete career shadowing and/or internship in chosen area.

**FAMILY AND WORK**  
**FAMILY, CAREER AND COMMUNITY CONNECTIONS**

FCS.11.A      Examine policies, issues and trends in the workplace and community that impact individuals and families.

**MIDDLE/JUNIOR HIGH**

- Involve students in Community Simulation (from *Making Choices*, Advocacy Press). Students are actively involved in planning, zoning, maintaining and living in their own simulated community given these resources: school, lake, highway, main street, railroad, landfill, fire hall, police department. Career and income status is assigned proportional to a real community. Key questions: What support systems are needed? How does socioeconomic level influence power? What laws and organizations are needed to maintain equality? What relationships exist among all groups (interdependence)?

**SENIOR HIGH**

- After doing the community simulation described above, students develop a project or plan that will address one of the key questions used in the simulation that could realistically improve their own community.
- Interview community workplaces about their policies concerning the family and individual (insurance, sick leave, personal leave, funeral, maternity, child care, elder care, school conferences/events, adoption, day care, foster care, etc.). This could also be done by using a panel of community members or involving them in mock interviews with students.
- Visit city council, library board, and school board to find out how these groups function and how they serve the community.
- Examine family policy in other countries and compare with US - national, state, local.

**FAMILY AND WORK**  
**FAMILY, CAREER AND COMMUNITY CONNECTIONS**

FCS.11.B      Examine the impact of public policies, agencies, and institutions on the family.

**MIDDLE/JUNIOR HIGH**

- Define policies and the reasons they exist. List policies of the school that students must follow and compare the lists.
- Discuss how policies affect your behavior and/or actions within the family system.

**SENIOR HIGH**

- Discuss how society often allows public policy to take over their parenting responsibilities.
- Investigate how dress codes affect behavior. Explore business dress codes and then create a dress code for the school that meets those criteria.
- Examine the impact of labor laws on teenagers and their families.
- Explore the impact of school policies on students and their families.
- Examine workplace benefits and issues that surround the workplace such as gender equity, age discrimination, religion, race, disabilities, etc.
- Interview workers and families concerning the effect of long workdays, 24- hour shifts, and shift rotations on family life and health.

**FAMILY AND WORK**  
**FAMILY, CAREER AND COMMUNITY CONNECTIONS**

FCS.11. C      Examine community resources and systems of formal and informal support available to individuals and families.

**MIDDLE/JUNIOR HIGH**

- Brainstorm community resources that can be used for family activities. Make a pamphlet of "101 things to do with your family".
- Complete a "circle of support" . . .names of people to whom they can turn for support.
- Create a poster showing family support systems and/or activities.
- Develop a bulletin board or brochure that contains telephone number of agencies and other community resources that support families.

**SENIOR HIGH**

- Investigate community and surrounding area for community agencies offering resources and support for individuals and families. (i.e. depression, eating disorders, child care, etc.)
- Create a brochure to distribute to new community members with a telephone listing of local, state and national hotline resources.
- Read and discuss an article, such as "Networking" from *Choices*, about developing an individual support system. Have students examine their own personal support networks and explore ways of expanding them.

**FAMILY AND WORK**  
**FAMILY, CAREER AND COMMUNITY CONNECTIONS**

FCS.11.D      Analyze the impact of individual roles and responsibilities within the family, work/career and community.

**MIDDLE/JUNIOR HIGH**

- Brainstorm individual roles of families. Create a definition of family time. Examine own family to determine how much family time they actually have and how they use that time. Develop a plan to increase the amount of time or the quality of the time the family spends together.
- Have students analyze factors that influence the amount of time they spend with the family.
- In a foods unit, discuss the advantages of eating meals together as a family.

**SENIOR HIGH**

- Read and examine a case study to look at the impact of individual careers on the roles and responsibilities of families.
- Examine the impact of the individual careers on family time and work schedules.
- Compare and contrast career impacts with other families across cultures, using a Venn diagram.
- Select a career of his/her own and investigate the impact it will have on the family.
- Interview people of that career choice to determine relevance of that career and how it impacts family, community and individuals.

## **FAMILY AND WORK BALANCING WORK AND FAMILY**

FCS.12.A      Analyze the potential impact of career decisions on balancing family and career.

### **MIDDLE/JUNIOR HIGH**

- Use NCIS to explore career choices.
- Develop a survey relating to balancing family and career. Have each student conduct a personal interview using the survey. Report back to class. Generate summary statements.
- Expose students to a variety of careers through bringing a panel of people into class to tell about their career and address issues related to balancing family and career.

### **SENIOR HIGH**

- Have students find an article written from two perspectives. . .a stay-at-home parent and a career parent. Students write abstracts in which they identify the major issues raised by each. Compare and contrast the perspectives.
- Develop a survey relating to balancing family and career. Have each student conduct a personal interview using the survey. Report back to class. Generate summary statements.
- Expose students to a variety of careers through bringing a panel of people into class to tell about their career and address issues related to balancing family and career.
- Have students experience balancing being a parent with being a student by using the "Baby Think It Over" simulated program.
- Explore what is meant by "family-friendly" policies. Discuss potential careers in relationship to being "family-friendly".
- Examine home-based businesses and assess how work/family issues are prevalent and how they differ from those who go to jobs away from home.
- Complete a time management scenario about a working parent and how the work of the family is accomplished.

## **FAMILY AND WORK BALANCING WORK AND FAMILY**

FCS.12.B Determine goals for life-long learning and leisure opportunities for all family members.

### **MIDDLE/JUNIOR HIGH**

- Complete an interest inventory to gain a better understanding of leisure opportunities.
- Use the module, *A Better You* from the *Power of One* national project of FCCLA.
- If your school has "mini-courses" design one related to developing a new leisure activity (i.e. cake decorating, food garnishes, gourmet cooking, quilting, crafts).
- Require students to volunteer two hours to help a person, group or organization. May include mentoring a younger student.

### **SENIOR HIGH**

- Invite community people to demonstrate hobbies and leisure activities. They might also address how their leisure activities changed over their life span.
- Use the FCCLA Planning Process to design and implement an Adopt-a-Grandparent program in which they share time with an older person. May build the project so that students prepare life stories of senior citizens in the community.
- Involve students in some type of volunteer program. Some examples:
  - Working with senior citizens to prepare a food product that could be sold
  - Use Lions Club program video, poster and lesson plans
  - Participate in Big Brother/Sister/Pal program
  - Learning to quilt from an older person.

## ***FAMILY AND WORK BALANCING WORK AND FAMILY***

FCS.12. C      Analyze the impact of social, economic and technological change on balancing family and career.

### **MIDDLE/JUNIOR HIGH**

- View old sitcoms (Father Knows Best, Leave it to Beaver). Role-play the situation within the present day. Discuss similarities and differences.
- Participate in the "No TV for one week" project. Keep a log of activities individuals and families participated in during this time. Discuss the impact of reduced TV viewing time on the family.

### **SENIOR HIGH**

- Identify technological changes by interviewing parents, grandparents or community members or on a field trip to a museum.
- Make a timeline of the development of various household items (telephone, music equipment, kitchen products).
- Complete an economic comparison of having both parents work outside the home.
- Game: Struggle
- Provide students with a picture of a technological device (microwave, cell phone, etc.). Have them examine, discuss or write paper about the impact of that device on the family.

## **FAMILY AND WORK BALANCING WORK AND FAMILY**

FCS.12.D Determine skills and knowledge needed to empower individuals to develop a life plan for achieving individual, family and career goals.

### **MIDDLE/JUNIOR HIGH**

- Have students identify their values. Teach them a goal setting process and have each one set up a project related to an individual goal.
- Resource: NCIS

### **SENIOR HIGH**

- Use the Skills Inventory from NCIS.
- View and discuss the afterschool special, "Home Sweet Homeless".
- Have students complete a timeline involving three generations of their family (related to individual, family and career goals). Compare and contrast.
- Invite a foreign exchange student to discuss their culture and family expectations related to individual, family and career.
- Play the game *Chance or Choice* (located in one of the curriculum guides received at one of the conferences)

***FAMILY AND WORK  
BALANCING WORK AND FAMILY***

FCS.12.E      Analyze strategies to manage multiple individual, family, career and community roles, relationships, and responsibilities.

**MIDDLE/JUNIOR HIGH**

- Brainstorm responsibilities of family members, individuals, community members and examine how these responsibilities are interrelated.

**SENIOR HIGH**

- Interview people who manage multiple individual, family, career and community roles. Identify the issues faced. Design a project to investigate alternatives to resolving those issues.
- Job shadow working parents to observe how parents actually balance multiple roles.
- Develop a survey and interview a new parent, a parent with young children, a parent with teens, a person who has no children at home any longer, a person who has children living at home after having left home once. Compare and contrast the experiences.

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