

Course Title: Family Studies and Community Services I

Unit: 1	Family and Human Services
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine roles of personnel employed in family and human services careers. 2. Analyze agencies, organizations, services and other resources available through family and human services to meet the needs of clients throughout the life span. 3. Explain the impact of disadvantaging conditions encountered by individuals and families. 4. Determine methods used in family and human services programs to equip clients with basic life skills. 5. Evaluate ways technology is used to provide services to clients.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine roles, education and training and benefits of personnel employed in family and human services careers. 2. Analyze support services and resources available in family and human services to meet the needs of clients. 3. Analyze the characteristics of clients in need of assistance and the modifications needed to accommodate these individuals. 4. Assess how disadvantaging conditions impact individuals and families. 5. Analyze the factors concerning laws, trends, and issues that impact services provided to the clients. 6. Evaluate the impact of disadvantaging conditions encountered by individuals and families. 7. Determine the modifications needed to accommodate individuals with disadvantaged conditions. 8. Compare methods for informing clients of their rights, responsibilities, and services available. 9. Determine the basic life skills clients' need. 10. Evaluate the ways that technology can be used to provide a service or services to clients.
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<p>Essential Question(s):</p>	<p>What is necessary to adequately provide basic life skills for clients receiving family and human services? How do professionals in family and human services assist clients in learning basic life skills? What are the roles performed by family and human services professionals? What are the agencies, services, resources available to meet the needs of clients? What impact do disadvantaging conditions have on individuals and families? How has technology impacted services provided to clients?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Family and Human Services A. Roles of Personnel Employed in Family and Human Services Careers</p>	<p>Descriptive Research on Careers: Students conduct research on careers available in Family and Human Services;</p>	<p>Guidelines for Activity Rubric Occupational Outlook Handbook</p>

<p>C. Characteristics of Clients in Need of Assistance</p>	<p>agencies, organizations, and resources available to family and human services professionals to use in providing services to individuals and families. Share Out.</p> <p>Issues/Concern/Need Activity: Students are provided with a list of issues, concerns or needs of individuals and families who are in need of assistance. Using their Guidebooks, students match the situation with services, agencies, organizations, or resources that are available to provide assistance to clients. Report Out.</p> <p>Brainstorming: Students brainstorm the characteristics of clients who may need assistance from Professionals providing family and human services.</p> <p>PowerPoint Presentation: Characteristics of Clients in Need of Assistance</p> <p>Working in Family and Human Services Guidebook: Students research the characteristics of clients who are in need of assistance from professionals in family and human services.</p>	<p>Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Lead Questions Working in Family and Human Services Guide Book</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
<p>D. Factors that Impact Family and Human Services Provided to Clients</p> <ol style="list-style-type: none"> 1. Current laws 2. Trends 3. Issues 	<p>Group Investigation: The class is divided into teams. One third of the class investigates laws, one third trends, and one third issues that impact services that can be provided to clients. They report back to the entire class on their findings. Report Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions</p>

<p>F. Informing Clients</p> <ol style="list-style-type: none"> 1. Rights 2. Responsibilities 	<p>PowerPoint Presentation: Modifications Needed to Accommodate Individuals and Families with Disadvantaged Conditions</p> <p>Working in Family and Human Services Guidebook: Students describe what modifications need to be made to accommodate individuals and families who are encountering disadvantaging conditions. Share Out.</p> <p>Case Files/Scenarios: Students are presented with real life problems that family and human services professionals address in providing services to their clients. Students identify the disadvantaging conditions encountered by the client and determine what modifications can be used to accommodate clients. They identify services, agencies, organizations and resources that can be used. Share Out.</p> <p>Challenge Envelopes: A statement, word(s), real life problem, question, case study or scenario is placed in an envelope. Students draw and respond to what is in the envelope. Report Out.</p> <p>Checklist: Students develop a listing of criteria to assess changes needed for disadvantaged conditions. Share Out.</p> <p>Pair and Share: Students pair and share and discuss what rights and responsibilities clients have as they</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Professional Journals Newspapers, etc. Actual Case Files/Scenarios</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Envelopes</p> <p>Guidelines for Activity Rubric Computers Internet Web sites</p> <p>Lead Questions</p>
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<p>H. Ways Technology Provides Services to Clients</p>	<p>assistance to the client. Do-It Activity: Students define the problem relating to a client's lack of basic life skills, they open themselves to new ideas, identify best solutions, and transform ideas to action. Report Out.</p> <p>Technology Research Report: Students research and report on how technology is used to provide family and human services to clients. Share Out.</p> <p>Guest Speaker: A family and human services professional discusses how technology is used to provide services to clients.</p> <p><i>Throughout the course, students will develop client profiles and then determine what services, agencies, organizations, and resources can be provided to address the client's needs.</i></p>	<p>References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Descriptive Research on Careers, Family and Human Services Guidebook, Current Events Activity, Issues/Concern/Need Activity, Issues/Concern/Need Activity, Case Studies/Scenarios, Challenge Envelopes, Checklist, Providing Services to Clients, Technology Research Report, Class Participation, and Rubric</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA Families First Activity: Meet the Challenge (Arrange for students to volunteer with an agency that works with homeless families to provide housing, meet physical and financial needs, and/or provide employment assistance.)</p>
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<p>Unit/Course Culminating Product:</p>	<p>Create a display depicting a career in the Family and Human Services area. The display should include the roles, responsibilities and education/training required for this career. Family and Human Services Guidebook Providing Services to Clients</p>
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree

Other: CDA - Child Development Assistant Credential

AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services

Course Title: Family Studies and Community Services I

Unit: 2	Workplace Professionalism
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 6. Determine major roles and responsibilities necessary to manage family and human services programs. 7. Evaluate professional work behaviors, skills, and knowledge needed to provide services to clients, including confidentiality, professional behavior teamwork, and maintaining accurate records. 8. Evaluate safety practices used in the family and human services workplace, including first aid cardiopulmonary resuscitation (CPR) and hazardous conditions. 9. Identify interpersonal, verbal, and nonverbal communication skills needed in family and human services careers.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the roles and responsibilities of managing a family and human service program. 2. Evaluate professional work behaviors, skills, and knowledge needed to provide services to clients. 3. Develop a safety plan to be used in the workplace for first aid, CPR and hazardous conditions. 4. Analyze the types of communication skills needed for effective communication in family and human services.
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Essential Question(s):	<p>What qualities contribute to being a successful professional in the workplace? What are the major roles and responsibilities of professionals working in family and human services? What safety practices should be practiced in a family and humans services workplace? What are the communication skills necessary to provided services to clients?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Workplace Professionalism</p> <p>A. Managing Family and Human Services Programs</p> <ol style="list-style-type: none"> 1. Roles 2. Responsibilities 	<p>Buzz Session: The class discusses what they think are the roles and responsibilities of professionals working in family and human services?</p> <p>PowerPoint Presentation: Managing Family and Human Services Programs</p> <ul style="list-style-type: none"> • Roles • Responsibilities 	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p>

<p>B. Professional, Work Behaviors, Skills, and Knowledge Needed to Provide Services</p> <ol style="list-style-type: none"> 1. Confidentiality 2. Professional behavior 3. Teamwork 4. Maintaining accurate records 5. Value of participation in professional organizations 	<p>Professionals in the Workplace Brochure: Students are assigned a professional in family and human services to research. They describe the roles and responsibilities performed by the professional. They create a brochure describing their professional. Share Out</p> <p>Leadership Handout: Complete “Steps to Becoming a Good Leader” Handout. Complete “Great Leaders” Report.</p> <p>Leadership Handout: Complete “Improving My Leadership Skills” Handout. (TA55)</p> <p>Bulletin Board or Display: Students create a display or bulletin board on workplace professionalism.</p> <p>PowerPoint Presentation: Professional, Work Behaviors, Skills, and Knowledge Needed to Provide Services</p> <ul style="list-style-type: none"> • Confidentiality • Professional Behavior • Teamwork • Maintaining Accurate Records • Value of Participation in Professional Organizations <p>Family and Human Services Guidebook: Students research the professional, work behaviors, skills and knowledge needed to</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for Activity Handouts Lead Questions</p> <p>Guidelines for Activity Handouts Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet</p>
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<p>C. Safety Practices used in the Family and Human Services Workplace</p> <ol style="list-style-type: none"> 1. First aid 2. Cardiopulmonary resuscitation (CPR) 3. Hazardous conditions 	<p>provide services to clients. Share Out.</p> <p>Case Files: Students are provided with case files describing the professional behavior, work behaviors, skills and knowledge of family and humans services personnel. They analyze the situations to determine if the behaviors were performed in a professional manner. They determine how behaviors could have been more professional. The class discusses each case study.</p> <p>Guest Speaker: Guest Speaker from a Professional Organization discusses “professionalism” in the workplace.</p> <p>Business Etiquette and Ethics Handouts Scenarios: Present students with scenarios and have them describe how each should be handled.</p> <p>Family and Human Services Guidebook: Students research the topic of safety practices performed in the family and consumer sciences workplace. Report Out.</p> <p>Team Teaching: The teacher collaborates with the Health teacher or the School Nurse to demonstrate first aid, CPR, etc.</p>	<p>Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Files</p> <p>Lead Questions Arrangements for Guest Speaker</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Scenarios Ethics Handouts</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Demonstration Equipment and Supplies</p>
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<p>D. Communication Skills Needed in Family and Human Services Careers</p> <ol style="list-style-type: none"> 1. Interpersonal 2. Verbal 3. Nonverbal 	<p>Guest Speaker: A family and human services professional discusses safety practices that should be implemented in a family and human services workplace.</p> <p>Scenarios: Students are provided with scenarios of situations in a family and human services workplace that require safety practices to be performed. Students describe how the family and human services professional(s) needs to respond to the situation. Students discuss each scenario.</p> <p>Discussion: Using the handout “Communication: Words to Know,” students discuss the importance of communication in the workplace.</p> <p>Body Language Pre-Test: Students complete the “Body Language Pre-test.”</p> <p>Family and Human Services Guidebook: Students research communication skills needed by family and human services professionals. They identify the skills in their guidebook. Report Out.</p> <p>Role Play: Students role play situations where family and human services professionals are working with their clients. The class discusses if appropriate communication skills were used during the interaction. If not, what skills needed to be used?</p>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Handout Lead Questions</p> <p>Tests</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Role Play Situations</p>
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	<p>Community Service Project: Demonstrating Communication Skills: Students plan and perform a community or school service project and complete a Double Entry Journal (includes how they communicated and what they learned/how communication skills were improved.)</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Professionals in the Workplace Brochure, Leadership Handout, Bulletin Board or Display, Case Files, Business Etiquette and Ethics Handouts, Scenarios, Role Play, Family and Human Services Guidebook, Community Service Project, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA Job Interview STAR Event</p>
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<p>Unit/Course Culminating Product:</p>	<p>Business Portfolio that includes a business card, resume, cover letter, reference letters and relevant samples of work. Community Service Project Family and Human Services Guidebook Case Files</p>
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p>
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Course Title: Family Studies and Community Services I

Unit: 3	Client Developmental Needs
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 10. Compare physical, intellectual, social, and emotional development needs of clients throughout the life cycle. 11. Explain ways nutrition, exercise, and other lifestyle choices impact the health and wellness of clients. 12. Develop a health and wellness management plan for clients.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the needs of clients throughout the life cycle. 2. Compare the theories of human development in relation to understanding the needs of clients. 3. Evaluate the formal and informal assessment tools used to determine the needs of the client. 4. Analyze strategies to promote positive well-being and emotional stability of clients. 5. Evaluate the impact of lifestyle choices on the health and wellness of clients. 6. Analyze nutrition and exercise plans for clients based on age, health, and income. 7. Design a health and wellness program to be managed by family and human services clients.
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Essential Question(s):	What factors influence and impact an individual's health and well being?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Client Developmental Needs</p> <p>A. Needs of Clients Throughout the Life Cycle</p> <ol style="list-style-type: none"> 1. Physical 2. Intellectual 3. Social 4. Emotional 	<p>Table Talk: Students discuss why it is important for family and human services professionals to understand the needs of clients throughout the life cycle.</p> <p>PowerPoint Presentation: Needs of Clients Throughout the Life Cycle</p>	<p>Lead Questions</p> <p>PowerPoint Presentation</p> <p>Computer</p> <p>CTX</p> <p>Lead Questions</p> <p>Examples</p>

B. Theories of Human Development

Group Work and Oral Presentation:

Divide the class into four groups. Students create a collage of each developmental area with each stage of the life cycle represented. During oral presentation of collages, students identify how needs change during each stage of the life cycle.

Teacher Talk:

The teacher discusses how theories of human development help family and human services professionals better understand their clients.

Research on Theories of Human Development:

Students are assigned a theory of human development. They research the theory and develop a report on how the theory may impact a client's behavior and identify what services may be provided. Report Out.

PowerPoint Presentation:

Theories of Human Development

Case Files:

Students are provided with case files that describe a client's behavior. They determine what human development theory may be used in working with the client. They defend their selection. Report Out.

Family and Human Services Guidebook:

Students include a description of each of the human development theories in their guidebook.

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions
Art Supplies

Lead Questions

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions

PowerPoint Presentation

Computer
CTX
Lead Questions
Examples

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions
Case Files

Guidelines for Activity

Rubric
Computers
Internet

<p>C. Formal and Informal Assessment Tools to Determine Client Needs</p>	<p>PowerPoint Presentation: Assessment Tools Used to Determine Client Needs</p> <ul style="list-style-type: none"> • Formal Assessments • Informal Assessments <p>Interviews: Students interview family and human services professionals to determine what assessment tools they use to determine client needs. They develop a checklist of assessment tools used for determining client needs and identifying appropriate client activities. Students compile the components of the checklists and develop an assessment instrument for class use.</p> <p>Family and Human Services Guidebook: Students describe formal and informal assessment tools used to determine needs of clients. Share Out.</p> <p>Case Files: Students are presented with case files. They determine what type of assessment needs to be used to determine the client's needs. Report Out.</p>	<p>Web sites References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Names of Professionals</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
<p>D. Developmentally Appropriate Activities for Clients</p>	<p>Pair and Share: Students pair and share their thoughts on why it is important for family and human services professionals to provide client activities that are developmentally appropriate. Share Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Files</p> <p>Lead Questions</p>

E. Promoting Positive Well-being and Emotional Stability of Clients

PowerPoint Presentation:
Developmentally Appropriate Activities for Clients

Mix-and-Match:
Students are provided with various activities that are used by family and human sciences professionals in meeting the needs of their clients. Students match the activity to the client so that it is developmentally appropriate. Report Out.

Family and Human Services Guidebook:
Students research and include information in the guidebook on developmentally appropriate activities for clients.

Self Inventory:
Students complete the self inventory: What is Your Level of Wellness? Discussion.

Teacher Talk:
The teacher discusses the importance of family and human services professionals promoting positive well-being and emotional stability of clients.

Family and Human Services Guidebook:
Students research and identify techniques for family and human services professionals to use in promoting positive well-being and emotional stability of clients. Share Out.

PowerPoint Presentation
Computer
CTX
Lead Questions
Examples

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions
Activities/Clients

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

Self Inventory

Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

<p>F. Impact of Lifestyle Choices on the Health and Wellness of Clients</p> <ol style="list-style-type: none"> 1. Nutrition 2. Exercise 3. Substance abuse 4. Health and wellness issues 	<p>Scenarios: Students are presented with scenarios describing case files. They describe what techniques they will use to promote well-being and emotional stability of clients. Students discuss each scenario.</p> <p>10+2 Discussion: Direct instruction where the teacher presents for ten minutes, student share and reflect for two minutes, and then the cycle repeats. Topic: Impact of lifestyle choices on a person’s health and wellness</p> <p>Health Triangle: Have students draw their own health triangle. (Physical, social and mental). Are all three sides equal? If not, how are they lopsided? What steps can you take to make them more equal? Share Out.</p> <p>Agreement Circle: Used to explore opinions on health and wellness. Students stand in a circle, facing each other the teacher makes a statement. Students who agree with the statement step into the circle. Those that are correct are asked to explain.</p> <p>Find the Fib: Team activity where groups of students write two true statements and one false statement, then challenge other teams to “Find the Fib.”</p> <p>Family and Human Services Guidebook: Students research, identify, and describe how lifestyle choices impact the health and wellness of clients. Share out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Scenarios/Case Files</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Health Triangle</p> <p>Statements Lead Questions</p> <p>Guidelines for Activity True and False Statements Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites</p>
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<p>G. Developing a Health and Wellness Management Plan for Clients H. Implementing Health and Wellness Management Plan</p>	<p>Teacher Talk: The teacher discusses how to develop and implement a health and wellness plan for clients.</p> <p>Guided Practice; The teacher guides students in developing a health and wellness plan for clients.</p> <p>Case Studies: Using case studies to describe fictitious clients with potential health/wellness issues, students will develop a plan to address the client’s needs based on age, health and income. Suggest ways to implement and keep track of progress.</p> <p>Family and Human Services Guidebook: Students research and describe how to plan and implement a health and wellness plan for clients. Share Out.</p> <p><i>Throughout the course, students will identify needs of clients and develop and implement health and wellness management plans to meet their needs.</i></p>	<p>Lead Questions</p> <p>Case File Management Plan Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies/Case Files</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Group Work and Oral Presentation/Collages, Research on Theories of Human Development, Case Studies/Case Files, Family and Human Services Guidebook, Interviews, Scenarios, Mix-and-Match, Self-Inventory, Health Triangle, Agreement Circle, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Using the FCCLA Student Body Program, members sponsor a “Healthy Choices” week at school. Have different activities each day, i.e., noon aerobics, a healthy snacks workshop, recognizing people for doing good deeds. FCCLA members host a health fair with experts to present mini workshops for students of different teen concerns or an assembly with motivational speaker.</p>
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Unit/Course Culminating Product:	Students design a health and wellness plan for a potential client based on age, health and income. Family and Human Services Guidebook
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: CDA - Child Development Assistant Credential
AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services

Course Title: Family Studies and Community Services I

Unit: 4	Older Adult Services
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 13. Describe the impact of aging on the physical, mental, social, and emotional characteristics of the older adult population. 14. Determine major concerns and issues faced by older adults. 15. Describe the impact of intergenerational living on older adults and families. 16. Appraise characteristics of a quality program for providing services to older adults.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the impact of aging on the older adult population relating. 2. Determine the major concerns and issues facing older adults and families. 3. Evaluate the impact of intergenerational living to families and older adults. 4. Develop a quality program that will provide services to older adults based on needs and concerns. 5. Evaluate characteristics of a quality program offering services to older adults.
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Essential Question(s):	<p>How can society identify issues affecting the elderly and deal with the impact these issues have on families? What is the impact of aging on the physical, mental, social, and emotional characteristics of older adults? What is the impact of intergenerational living on older adults and families? What are the characteristics of a quality program for older adults?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Older Adult Services</p> <p>A. Impact of Aging on the Older Adult Population</p> <ol style="list-style-type: none"> 1. Physical 2. Mental 3. Social 4. Emotional 	<p>Buzz Session: Students discuss how they think the aging process impacts the life of older adults.</p> <p>Response to Handouts: Students read and discuss the following handouts: Did You Know? and The Nine Myths of Aging.</p> <p>PowerPoint Presentation: Impact of Aging on the Older Adult Population</p>	<p>Lead Questions</p> <p>Handouts Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p>

<p>B. Major Concerns and Issues Facing Older Adults and Families</p> <ol style="list-style-type: none"> 1. Health 2. Safety 3. Housing 4. Loss of independence 5. Loss of finances 6. Social needs 7. Intellectual needs 	<p>Role Playing: Have each student assume one or more of the following:</p> <ul style="list-style-type: none"> • Petroleum jelly on eyeglasses: Poor vision • Ear plugs: Poor hearing • Taped finger: Arthritis • Pebbles in shoes: Corns or foot discomfort • Ankles/knees taped: Poor leg circulation • Use walker, wheelchair: Limited mobility • One arm in sling: Arthritis • Someone to stay bent over: Back problems <p>Discuss mental, social and emotional effects of the aging process.</p> <p>Family and Human Services Guidebook: Students research and describe the impact of the aging process on the physical, mental, social and intellectual development of older adults.</p> <p>Aging Essay: Students describe an aging person’s life on a day-to-day basis, explain how different from your own, describe what they could add to your life and what you could add to theirs.</p> <p>Show Time : Students watch “Tuesdays With Morrie.” They complete a one-page essay on Morrie’s “life’s lessons” and the impact those lessons may have on the youth of a community. Students discuss the aging process as seen in the movie.</p>	<p>Lead Questions Examples</p> <p>Guidelines for Activity Supplies Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Handout Lead Questions</p> <p><u>Tuesdays With Morrie</u> – Adaptation from book by Mitch Albom Lead Questions</p>
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	<p>Field Trip: Students visit a senior citizens center. They use their checklist to evaluate the program. They write a report on positive aspects of the visit. Identify positive and negative aspects.</p> <p>Case Studies: Students are provided case studies of an older adult client's profile. Based on the information included in the case study, students identify family and human services that need to be provided to meet the needs of the older adult. Share Out.</p> <p><i>Throughout the course, students will identify services, organizations, agencies, and resources to provide to older adults by family and human services professionals.</i></p>	<p>Arrangements for Field Trip Permission Slips Lead Questions Checklists</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies</p>
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Unit Assessment:	Family and Human Services Guidebook, Role Playing, Response to Handouts, Aging Essay, Case Studies, Checklists, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA members suggest ideas and activities to help bridge the generation gap between younger and older adults. Visit area assisted living or nursing homes to play bingo, have a Senior Prom, etc.
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Unit/Course Culminating Product:	<p>Students develop a PowerPoint Presentation on the issues faced by older adult and characteristics of quality programs for older adults.</p> <p>Family and Human Services Guidebook Aging Essay Case Profiles</p>
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p>

B. Coping Strategies and Stress Management Practices for Clients and Family Members

PowerPoint Presentation:
Situations Requiring Crisis Intervention

Family and Human Services Guidebook:
Students research and identify situations involving individuals or families that require crisis intervention.

Case File:
Students are provided with case files that describe situations in which an individual or family is facing a challenging crisis. Students determine if crisis intervention is necessary. Share Out. The class as a whole discusses each situation.

Carousel Brainstorming:
Subtopics (Death, financial problems, divorce, drug use and violence) are posted throughout the room. Student groups brainstorm as they visit each topic. Each group of students must visit each poster and identify two coping strategies and two ways to overcome the crisis. Each group will leave behind one student to present class findings at the end of the brainstorming session.

Family and Human Services Guidebook:
Using situations that may call for crisis intervention, students research and identify coping strategies and stress management practices that can be used in a crisis intervention. Report Out.

PowerPoint Presentation
Computer
CTX
Lead Questions
Examples.

Guidelines for Activity
Rubric
Computer
Internet
Web sites
References

Guidelines for Activity
Case Files
Lead Questions
Posters with Room Corner Labels
Controversial Statements

Subtopics
Posters
Markers
Lead Questions

Guidelines for Activity
Rubric
Computer
Internet
Web sites
References

<p>C. Strategies to Overcome Diverse Challenges Faced by Clients</p>	<p>Scenarios: Students are provided with situations where an individual or family needs to be involved in a crisis intervention. Students determine the crisis and then identify coping strategies and/or stress management practices that can be used to provide assistance and services to the client(s). Share Out.</p> <p>Family and Human Services Guidebook: Students research and identify diverse challenges that individuals and families may encounter. They identify strategies to assist the individual or family in overcoming the diverse challenge. Report Out.</p> <p>Scenarios: Students are provided with situations where an individual or family is trying to overcome a diverse challenge. They determine the diverse challenge and then describe strategies to assist the client in overcoming the diverse challenge. Share Out.</p>	<p>Guidelines for Activity Rubric Computer Internet Web sites References Scenarios</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Scenarios</p>
<p>D. Ethical Responsibilities Regarding Abuse and Neglect of Clients</p>	<p>PowerPoint Presentation: Crisis Intervention</p> <ul style="list-style-type: none"> • Situations Requiring Crisis Intervention • Strategies to Overcome Diverse Challenges Faced by Clients <p>Four Corners: Label the four corners of the room with “Disagree, Strongly Disagree, Agree, and Strongly Agree”. Read a controversial statement regarding abuse or neglect. All students in that corner work together to come up with an argument supporting their beliefs.</p> <p>Guest Speaker: A family and humans services professional discusses ethical responsibilities regarding abuse</p>	<p>PowerPoint Presentation Computer Lead Questions</p> <p>Posters Controversial Statements</p> <p>Arrangements for Guest Speaker Lead Questions</p>

	<p>and neglect of clients.</p> <p>Family and Human Services Guidebook: Students research and describe the ethical responsibilities of family and human services professionals regarding abuse and neglect of clients. Report Out.</p> <p>Scenarios: Students are provided with scenarios of situations where clients were abused or neglected. They determine what a family and human services professional's ethical responsibilities are in providing services to the client. Share Out.</p>	<p>Guidelines for Activity Rubric Computer Internet Web sites References</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Scenarios</p>
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Unit Assessment:	Family and Human Services Guidebook, Client Profiles, Scenarios, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Members complete an FCCLA Families First Project –identify a family that may need help with everyday chores, i.e. babysitting, lawn mowing, buying groceries, etc. Members complete a project on Date Rape, Domestic Violence, etc. using the FCCLA Stop the Violence Program Guidelines.
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Unit/Course Culminating Product:	Create a puppet show depicting a family crisis and strategies for coping and resolution Family and Human Services Guidebook
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p>
