



Introduction to Building Healthy Families in Kansas

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An Introduction

Today's students are the future leaders and members of the families, workplaces and communities of tomorrow. They will be required to act responsibly, be productive, synthesize knowledge from multiple sources, work cooperatively, and apply high standards in all aspects of their lives.

The challenge for Family and Consumer Sciences (FCS) Education is to provide the building blocks of adolescent development and prepare for adult life. It is essential that the educational program be designed to respond to the needs and characteristics of the diverse populations that students represent.

Family and Consumer Sciences Education prepare the student for family life, work life, and prepare them for FCS careers by developing the knowledge, skills, attitudes and behaviors to:

- Strengthen the well-being of individuals and families across the lifespan;
- Become responsible citizens and leaders in family, community and work settings;
- Promote optimal nutrition and wellness across the lifespan;
- Manage resources to meet the material needs of individuals and families;
- Balance personal, home, family and work lives;
- Use critical and creative thinking skills to address problems in diverse family, community and work environments;
- Function effectively as providers and consumers of goods and services;
- Successfully manage life and work and career development;
- Appreciate human worth and accept responsibility for one's actions to enhance success in personal and work life.



Resource Development:

This resource was developed for Family and Consumer Sciences Teachers of Kansas. It assumes the knowledge and skills that are developed as part of a FCS education degree are in place. This includes a foundational knowledge of the academic studies, but the application of them in the context related to FCS Education. This also assumes the instructor has an understanding of the relationship of family studies, lifespan and child development, parenting and relationship education,

nutrition, wellness, food safety and preparation, resource management, consumer education, personal and family finance, interiors and living environments, and apparel and textiles as they are applied to meet the life-work demand of today's students. In addition, the 21st century skills, known within FCS as the process skills, are embedded and enhanced. Therefore, being knowledgeable and skilled in their development is instrumental to the success of the resource.

21st Century Process Skills Review:

Eight process skills were identified in the mid-1990s as vital to the development of students as they try to make sense of the complex world in which they live. This 1996 quote summarizes the thought and is just as applicable today:

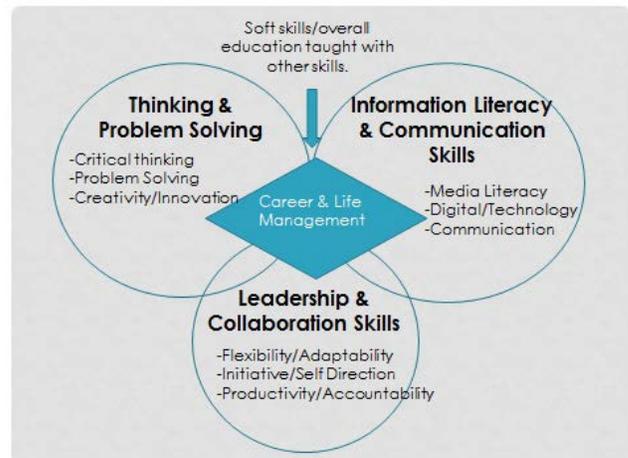
“Because of the rapid changes both technological and social, it is becoming less possible to operate our lives effectively using old paradigms. The learners today will be living in a society that will require its citizens to think constructively, make sound decisions, solve problems, access information and take responsibility for their own lives. The educational challenge is to build essential skills for learners in preparation for adult life”

Personal and Family Wellness, Kansas State Department of Education, 1996

The 21st century process skills meet the needs of the world today, and are sometimes called “foundational skills”, “employability skills” or just “21st century skills”. A complete explanation of each is

not included due to the previously addressed explanations and applications within the FCS education training. They are identified however here, under the three broad areas as identified by Andrea Mosenson, University of New York and Wanda Fox, Purdue University.

Diagram 1: 21st Century Process Skills



Adapted from: A. Mosenson and W. Fox, Teaching 21st Century Process Skills to Strengthen and Enhance Family and Consumer Sciences Education, AAFCS Journal of FCS, pg. 63-69, winter, 2011.

Using this Teaching Resource:

Seven Family and Consumer Sciences teachers came together in the summers of 2012 and 2013 to develop a resource to meet the needs of today's FCS curriculum and also address issues of today through prevention education. FCS foundational knowledge and instructional methodologies in the areas of healthy relationships, child development, abuse and neglect prevention and traits of strong families were the basis for this teaching resource. Units of concern were developed by topic and consist of multi-day lessons. This publication was also developed to illustrate how the process skills, basic academic skills, career readiness skills and FCS subject areas interrelate within the FCS classroom. The focus in this 2013 document begins with the understanding that process skills (now 21st Century Process Skills), and academic foundational skills are best embedded within every FCS subject and lesson. Each content area was reviewed to determine the best alignment for knowledge retention and skill development. It was with that premise the units were organized.

Additional information, deemed beneficial to the FCS teacher was also included. This includes bell work, debriefing questions, technology enhancements and leadership development. Family, Career and Community Leaders of America (FCCLA) provides the instructional support to enhance the FCS classroom by offering content specific activities and materials written specifically to enhance content knowledge, a framework for authentic applications and development of leadership, assessments which demonstrate skill development and 21st century process skills in action. *(NOTE: FCCLA materials will be referenced within this document; however a FCS teacher must have a currently affiliated*

chapter to use them. Copyright infringements happen outside of affiliation, and many of the resources referenced are only accessible through affiliation.)

In addition, the career clusters have been established as the recognized model for career and technical education in our nation and Kansas. FCS education has a strong tie to multiple career clusters in addition to the foundational life-work balance of the field. This document can be directly aligned with the Human Services career cluster and the Family and Community Services pathway specifically as it provides the development of the "healthy self" of the individual, thus increasing the success of that same person within a social services career if selected.



Why a tree house logo?

The logo for this teaching resource is a tree house for a number of reasons. First, a tree house is as strong as the tree it is built within, just as a family is just as strong as the relationships between the adults that make up the family structure. Secondly, the roots of the tree symbolize the extended family and support system that feeds the well-being of the family itself and also impacts the strength of the branches on which it is situated upon. In addition, the tree house is built with concerns for the safety of the children it holds and likely involves pre-planning and careful consideration of each facet of the structure. And lastly, this teaching resource can be considered the building plan to promote the stability of the families our students will create one day. And even if not all students will follow the plan, they are more likely to create a stronger, healthier family because of it.

Resource Units:

This resource has been developed by units, which were driven by the concept and message, rather than a time limitation of lessons. The format is a universal design, which means all items identify suggested time requirements, allowing the instructor to build a lesson based upon the teaching day, class format and time allotments.

The units are arranged in sequential order, which means the content builds upon the previously learned material. Here is the order in which the task force felt the material is best taught:

Resource Partner:

The State of Kansas Department for Children and Families (DCF) partnered with the Kansas State Department of Education (KSDE) to bring you this resource document. DCF provided the financial support and KSDE provided the coordination, educators and office support to make this document possible. In the fall of 2013, 87 teachers in 77 schools piloted the materials to approximately 4300 students. The results were overwhelmingly positive.

Many thanks to the building healthy families project task force.

Without the hours of those involved, this update would not have been possible. A huge thank you goes to the following project members.

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- Connie Braun, USD#432
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- Julie Diepenbrock, USD#418
- Diane Bollinger, USD#259
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Unit:

1. Healthy Relationships
2. Preventing Relationship Violence
3. Personal and Family Relationship Planning
4. Marriage
5. Family Structure and Life Cycle
6. Family Financial Planning
7. Healthy Parenting
8. Kansas Parenting Law
9. Parenting as a Team
10. Building Strong Families

In addition, Editor Pam Walker, USD#113 did an exceptional job as the editor to ensure flow, grammar and conventions were properly in place.

And lastly, Kansas State Department of Education support was provided by Mary L. Ward, Administrative Assistant and Gayla L. Randel, Family and Consumer Sciences Ed. Program Consultant.

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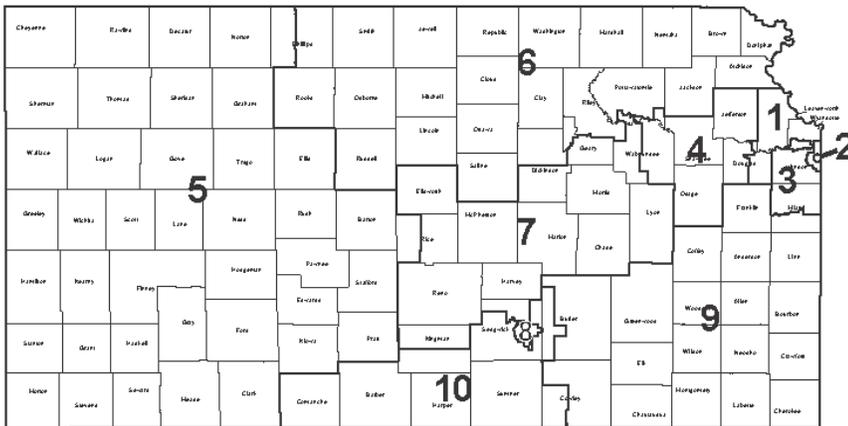
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- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

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