Unit 10:
Building Strong Families--Concept to Practice

Essential Questions:
- What can be done about using critical and creative thinking skills to address problems in diverse family, community, and work environments?
- What can be done about encouraging the developing of responsible citizens and leaders in family, community and work settings?

Lesson Problems:
- How will today's students (who are the future leaders and members of tomorrow's families, workplaces, and communities) be able to act responsibly and productively?
- How will today's students synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives?

Unit 10: Introduction and Rationale:

"Classrooms die as intellectual centers when they become simple delivery systems for lifeless bodies of knowledge." These are the words of classroom teacher, Sue Selbin (*Family and Consumer Sciences Curriculum: Toward a Critical Science Approach*, AAFCS 1999 Yearbook Copyright © 2003. *Kappa Omicron Nu FORUM*). She believes that when a passion for justice, critical knowledge, and social change are instilled in students, the outcome will be profound social consequences. This requires teachers being critical thinkers and developing classroom strategies that take their students beyond the knowledge level of learning. This is one of the goals for this resource "Building Healthy Families in Kansas". When a FCS teacher uses this guide, they have a great deal of information at their fingertips, but in order to make student learning authentic and meaningful, teachers must plan for the ideas to become action.

An article entitled *"Major Trends in Family and Consumer Sciences"* (www.ascd.org © 2013 ASCD. All Rights Reserved.) by Janet F. Laster and Julie Johnson states that many forces shape FCS education. In addition to new philosophical foundations and knowledge within FCS and education in general, changes in society, families, and schools influence FCS curriculum. Current changes especially affecting the field include the changing characteristics and needs of families, and the movements toward **results-oriented learning** and seamless transitions from school to work and future learning. These forces are most influencing the current trends within our profession:

- Practical problem- focused, and process- oriented curriculums;
- Teaching for personal and socially responsible action;
- Integrating FCS in educational reform;
- Standard-guided program development and authentic assessment;
- Specialized sequencing of family , career, and community- focused courses;
- Individualized instruction enhancing high student achievement; and
- Need for cooperative action to address societal issues that impact children, families and communities.

An old Chinese proverb states: **"*I hear and I forget, I see and I remember, I do and I understand."*** There are definite benefits that can be realized in the process of teaching with a hands-on, action oriented approach. Those benefits include:
- Students have greater retention of program material and often retain three and half times as much as opposed to just sitting in a lecture room and listening intently.
- They have access to materials and programs used on a job**.** A hands-on learning environment can give students a better feel for the training material at hand. If the student is working with equipment or software, this method can be especially effective.

- This type of learning environment can quite often stimulate a student's appetite for learning. Students can often be empowered in their own learning situation as a result.
- Critical thinking skills can be developed. Students learn to use higher order thinking.
- 21st Century Skills: By helping students stretch their learning into action, educators are fostering the 21st century skills that students need to be successful: critical thinking, communication, collaboration, and creativity. Hands-on activities encourage a lifelong love of learning and motivate students to explore and discover new things (Bass, et al.).

Leadership Service in Action and FCCLA:

One strategy to help students move classroom learning to action is through service-learning which extends the concepts learned in the FCS classroom into a community service project. Teachers who are integrating Leadership Service in Action (FCCLA National Program) into their classrooms strengthen and enhance academic development. In these settings, teachers find meaningful opportunities to infuse the experience of helping in the community with an acknowledgment of what is also being learned. *(Those without FCCLA affiliated chapters will be challenged to locate similar resources.)*

When Leadership Service in Action is applied with structured intent that connects classroom content, literature, and skills to community needs, students:
- apply academic, social, and personal skills to improve the community
- make decisions that have real, not hypothetical, results
- grow as individuals, gain respect for peers, and increase civic participation
- develop an appreciation of school and the value of an education
- experience success no matter what their academic ability level
- gain a deeper understanding of themselves, their community, and society
- develop as leaders who take initiative, solve problems, work as a team, and demonstrate   their abilities while and through helping others. (servicelearning.org)

Fortunately, FCCLA (Family, Career and Community Leaders of America) is designed to achieve all of the above characteristics of service learning. FCCLA is an extension of the FCS classroom and is an effective tool to help students take ideas and learning and put them into actions that make a difference for individuals, schools and the local community.   FCCLA members can utilize the FCCLA National Programs (which are related to all content fields in FCS Education and BHF unit themes) and national competitive and skill demonstration events to plan, organize, coordinate, implement and evaluate the classroom projects and learning connected to this unit.. Specific FCCLA National Programs and Competitive Events will be utilized throughout this section. *(Those without FCCLA affiliated chapters will need to locate their own*

planning tools, management techniques and organizational steps to complete this work.)

What Makes a Service Project Effective?

According to Rotary International (an organization of dedicated people who share a passion for community service, www.rotary.org © 2013 Rotary International.) effective service projects do more than just offer a quick fix for problems. The most effective service projects:

- Respond to real issues;
- Improve community members' lives;
- Incorporate the abilities of those who are served;
- Recognize the contributions of all participants as important and necessary;
- Are based on a realistic assessment of available resources;
- Aim for specific goals and objectives with measurable results;
- Build effective networks; and
- Empower people and communities.

This is the expectation of this unit, to require student-directed service projects in which a real-world issue is addressed through one or more individual, family, school or community projects.

Developing a Project Plan

With the identified goals in mind, students create a project plan — a simple, easy-to-understand organizational document lists each task involved in reaching the project's objectives as well as:

- Specific steps or tasks;
- Individual responsibilities;
- Resources;
- Budget;
- Project timing and deadlines; and
- Anticipated problems that might arise.

Use the provided FCS Project Graphic Organizer (Handout 10.1) to begin your planning. Add additional forms and documents from your teaching files, or look toward FCCLA for tools already created.

FCCLA has an excellent planning tool called "The Planning Process"*.   This planning tool assists FCCLA Advisors and members when planning leadership in service action projects. The steps of the FCCLA Planning Process are:

- Identify Concerns
- Set a Goal

- Form a Plan
- Act
- Follow Up

A template of this planning process can be found on the FCCLA website at www.fcclainc.org. *(*FCCLA active affiliation is required to access and use this resource.)*

The following sections contain sample service projects for each unit that can be adapted for service learning projects that will **Build Healthy Families in Kansas.**

Unit 1: Healthy Relationships
Project Ideas and Activities

Unit 1 Topics and Issues: Healthy Relationships

Characteristics of Healthy Relationships   Types of Relationships
Social Media and Communication   Reflective Listening
Communication   Conflict Resolution

Leadership Service In Action Project: The Placemat Project

One of the first steps to stop a community problem is to raise awareness of a problem.
Produce and distribute placemats to local restaurants, community centers, and factory
lunchrooms to inform residents about domestic violence and where to get help. The
Placemat Project is an example of collaborating with community businesses to educate
the general public in a nonthreatening way that is likely to reach families who don't
recognize the problem or who experience it personally but wouldn't actively seek help.
Design the placemat or tray liner with information and word games/mazes related to
strong and healthy family relationships. (For example, a word search on the keys to
good communication or a crossword puzzle about fun things to do as a family.) Find a
sponsor or use FCCLA chapter funds. Use this idea to create liners for student lunch
trays with a focus on healthy dating relationships.

Leadership Service in Action Project: Family Services Directory

Investigate which local agencies and organizations help families deal with challenges
and crises. Publish a family services directory. Place the directory in doctor's offices,
realtor packets, etc. Sponsor a youth tour of several of the related facilities. Also invite
staff members to speak to students at school.

Unit 2: Preventing Relationship Violence
Project Ideas and Activities

Unit 2 Topics and Issues:

Signs of Relationship Problems   Recognizing Emotional Abuse

Recognizing Triggers   Preventing Relationship Abuse

Community Resources

Leadership Service in Action Project: STOP the Violence* Lock-In

Plan a FCCLA STOP the Violence Lock-In at a local venue or at the school. Involve the entire school or area FCCLA chapters. The event can run any time frame desired, however a "lock in" is commonly 11:00 p.m. to 6:00 a.m. Games, speakers, activities and food could be included in this event that might last overnight. If held at a location such as a bowling alley or skating rink, a fundraiser might be included to raise money for a local safe house. It might be a good idea to include a panel discussion about the consequences of relationship violence and ways to prevent violence. Involve the following experts on the panel: a probation officer, the probate judge, a circuit judge, the sheriff and a social worker. Use the FCCLA STOP the Violence Tool Kit as a resource to aid in planning of the event. *(*FCCLA active affiliation required for use of this resource.)*

Leadership Service in Action Project: October is Domestic Violence Awareness Month

Organize a Domestic Violence Awareness Campaign in October. Consider the following ideas that students can do to build awareness of this issue:

- Distribute purple ribbons to clergy, police chiefs, judges, librarians, emergency room personnel, and others in your community.

- Print table tents with a reminder that October is Domestic Violence Awareness Month and information about services and how to access them. Distribute table tents to area restaurants and hospital cafeterias.

- Pinwheels are the symbol for domestic violence. Plant a pinwheel vegetable garden to raise awareness and money for child abuse and neglect. Donate the produce to the shelter or safe house.

- Investigate resources available in your community regarding domestic violence: Is there a shelter for battered women? A hotline? Is there awareness among community leaders and law enforcement? The community in general? Are there

educational efforts concerning Teen Dating Violence Awareness in local schools, places of worship, community service organizations, and local area businesses?

- Plan and facilitate an information session for parents on teen dating violence at your school.

- Sponsor art classes for local high schools in which students make posters about dating abuse and domestic violence awareness and prevention. Encourage the use of photography, computer graphics, and artwork to make the posters unique. Work with your local library or community center to post finished artwork for the entire community to view.

- Have students write an article or op-ed piece for your local newspaper or blog. Work with a person from your local domestic violence shelter to provide additional information.

Leadership Service in Action Project: Step Up the Comfort Projects

Help abused women and children in area shelters by participating in the following:
- Donate night bags, birthday bags, pajamas, toiletry items, clothing, coloring books, crayons, etc.
- Host a "Pajama Party" This play on words centers on a party (event) to raise funds and/or collect pajamas for women and children in local shelters.
- Assemble and donate First Night Kits, Birthday Bags, Anger Kits, or Bedtime Snack Sacks.

Contact local shelters to ask about their specific needs.

Unit 3: Personal and Family Relationship Planning
Project Ideas and Activities

Unit 3 Topics and Issues:

Relationship Planning

Types of Romantic Relationships

Career Impact on Relationships

Mate Selection Characteristics

Characteristics of Healthy Relationships

Careers, Family and Relationships

Leadership Service in Action Project: School Dating Violence Policy

Schools have an opportunity to strengthen teen dating violence prevention policies to promote respect and safety. Involve students in determining policies and have students investigate the school district's policy on dating violence. If the school does not have a policy, students work to formulate a comprehensive teen dating violence policy and implement school-specific policies and protocols.

Leadership Service in Action Project: Family Night

Students could organize a school-based Family Night at which families are encouraged to spend time together. This event could be held at school with the students planning all activities and food, at a place of business, such as a bowling night or at a community location, such as a baseball diamond or park. Community organizations or businesses might provide a "deal" for a families to attend.

Unit 4: Marriage
Project Ideas and Activities

Unit 4 Topics and Issues: Marriage

Issues Related to Marriage   Marriage laws in Kansas

Importance of Marriage

Leadership Service in Action Project: Marriage Resource Center

Students design an on-line community resource center that includes a wide variety of resources for healthy marriages. The website could include local marriage programs, counseling services, resource documents for all types of relationships and cultures, additional websites that provide healthy relationship information and marriage laws and regulations.

Leadership Service in Action Project: WAIT Training Program

Appeal to teens to participate in healthy marriage and relationship education by sponsoring a WAIT (*Why Am I Tempted*?) Training Program. This program emphasizes delaying sex and learning to have the best sex by waiting until, and in preparation for, marriage. This is NOT sex education-- it's love education and includes: Character and Relationship Education, Positive Youth Developments and Assets, Marriage Preparation Education; Life Skills, Refusal Skills and Conflict Resolution. Include marriage and family specialists, social workers, etc.

Unit 5: Family Structures and the Life Cycle
Project Ideas and Activities

Unit 5 Topics and Issues: Family Structures and the Life Cycle

Family Structures   Parenting Decisions

Family Life Cycle   Family Traits

Impact of Negative Life Events   Mending Broken Relationships

Leadership Service in Action Project: National Family Week

National Family Week is an annual celebration observed during the week of Thanksgiving. The Alliance for Children and Families and its member organizations, which includes FCCLA, have annually promoted National Family Week for more than 40 years. National Family Week is designed to build community connections and honor those who strengthen families. Host an event in your area that involves families, community residents, area leaders, and policymakers. Download a tool-kit from www.alliance1.org (©2010 Alliance for Children and Families All Rights Reserved)to help in planning your event.

Leadership Service in Action: Family Tree Project

To help students understand the family life cycle and different types of families, hold a community Family Tree Project or genealogy contest. Entries could include such projects as a photographic family tree, video or written biographies of grandparents and great grandparents, medical family trees, three and four generation family trees, interviews with grandparents, aunts, uncles, etc., family history scrapbooks, history of local community, etc.   This could include actual interview of living family members.

Unit 6: Family Financial Literacy
Project Ideas and Activities

Unit 6 Topics and Issues: Family Financial Literacy

Education, Career and Money   Costs of Children

Money Management Attitudes   Budgeting Pratice

Resources to Support Children and Families

Leadership Service in Action Project: Money on the Bookshelf Family Financial Literacy Program

After concluding the unit focusing on Family Financial Literacy, have students plan a "Money on the Bookshelf" program for families and their children in the community. Money on the Bookshelf is a family financial literacy program built around children's books. The choice of books is based upon financial literacy concepts and children's age level. The program can be used by a facilitator working with parents in a group.   The Money on the Bookshelf Curriculum Guide provides materials for educators to design a family financial literacy program tailored to their audience. The setting could be designed as a workshop setting or one-to-one. Other ways to use the program include library story hours, day care and pre-school settings, and public television or radio programs. The key is involvement of both parents and children. It is designed primarily for families in which parents have more limited financial literacy skills; however, all families can benefit from the program. The program is designed for parents and their children four to ten years of age. This free resource includes a facilitator and parents' guide, books and can be found at the University of Nevada Cooperative Extension (http://www.unce.unr.edu/programs/sites/moneybookshelf/ Copyright © 2013 University of Nevada Cooperative Extension, an EEO/AA institution).

Leadership Service in Action Project: Family Banking Tours

Work with local banks to offer a parent the chance to bring their children to the bank for a tour so children can see where the money is. Students might develop a brochure for parents on how to promote financial literacy in their children to be handed out and/or other parent resources the bank might have available. Refer to the *"Teaching Financial Literacy to Children"* information in this unit for more information.

Unit 7: Healthy Parenting
Project Ideas and Activities

Unit 7: Healthy Parenting

Types of Development   Developmental Milestones

Moral Development and Character   Brain Development

Guidance and Discipline   Coping With Crying/Purple Crying

Shaken Baby Syndrome   Child Abuse and Endangerment

Kansas Child Abuse Laws

Leadership Service in Action Project: House Party Weekend®

Throughout the year, supporters across our nation will gather in homes, restaurants, clubs, campuses and places of worship to have fun and take action for children. The House Party Weekend is an opportunity for thousands of people across the nation to ensure the healthy development of children nationwide while recognizing that child development is an essential building block for community and economic development—whoever and wherever we are.

Main event components can include:

- Private parties, hosted by individuals for friends and family, with a goal of as many as 150 parties, engaging 3,000 attendees.
- Community events, such as block parties, church suppers, and community concerts.
- Substitute presents at birthday parties, religious events, anniversaries, family reunions, or other special celebrations. In lieu of gifts, ask for donations to Prevent Child Abuse America.

Those wanting to host an event will plan and schedule a party on the designated weekend, or another day during the year. Download the online toolkit at *www.HousePartyWeekend.org*. (© 2013 Prevent Child Abuse America)

Leadership Service in Action Project: Project Purple

In an effort to help spread awareness about normal infant crying and the dangers of shaking an infant, join in a national public education campaign to build awareness about Purple Crying in newborns. The National Center on Shaken Baby Syndrome

(NCSBS), the only worldwide organization that is dedicated solely to the prevention of this form of child abuse, teaches thousands of parents, students and caregivers throughout the world about this issue. The *PURPLE* program approaches SBS and infant abuse prevention by helping parents and caregivers understand the frustrating features of crying in normal infants that can lead to shaking or abuse. Students and others can help build awareness by making purple colored baby caps and deliver purple colored baby caps to families in with new babies at area hospitals. The handmade purple caps are meant to serve as a reminder for parents about the *Period of PURPLE Crying* and the dangers of shaking. Go to www.dontshake.org (© COPYRIGHT NATIONAL CENTER ON SHAKEN BABY SYNDROME) for more information on Shaken Baby Syndrome and the Period of Purple Crying.

Unit 8: Parenting Law
Project Ideas and Activities

Unit 8: Parenting Law

Kansas Paternity Law   Child Support Issues

Legal Terminology   Benefits of Fatherhood

Leadership Service in Action Project: Human Services Career Fair

Plan and host a career fair that focuses on Human Service Careers which include Social Work, Therapy, Counseling, Volunteer Coordinators, Nutrition Educators, Personal Trainers, Geriatric Workers, Youth Coordinators, Day Care workers, Child Advocates, Community Organizers, and other related careers. Include the educational requirements of entry, skilled and professional levels of each area. Present workshops on resume writing, interviewing, tips for moms re-entering the workforce, etc.

Leadership Service in Action Project: Children's Care Packages

Contact a local child welfare office to offer to create care packages for children who are entering into the foster care system. Even though the actual children will not be known, the care packages can be created and left with the agency for distribution. An alternative could be to work with the local Department for Children and Families to provide items needed for specific children taken into foster care.

Unit 9: Parenting As A Team
Project Ideas and Activities

Unit 9 Topics and Issues: Parenting As A Team

Understanding Teamwork

Functions of Parenting

Parenting Styles

Cultural Diversity

Parenting Tasks

Effective Parenting

Leadership Service in Action Project: Celebrate Family Fair

The 4th Monday of September is the national Celebrate Families Day. Organize a community-wide family festival or information fair. Partner with other local groups to offer family friendly activities, entertainment, information and resources from local organizations, and on-site support for families with questions about services. If weather permits, begin the festival with a short parade and remarks from elected officials. Include representatives from the Department of Children and Families, Parents As Teachers, family and consumer science extension agents, medical professionals, etc. to help build awareness for the many services that are available to families.

Leadership Service in Action Project: Parents As Teachers Program

Partner with the local Parents as Teachers program. This program exists to provide information, support and encouragement to parents who want help their children develop optimally during the crucial early years of life. Believing that parents are their children's first and most influential teachers, Parents as Teachers provides parenting education and family support, training, materials and services to families. They advocate for early intervention and parental involvement and serve as a unified voice for early childhood education and healthy child development.

Help build awareness for this program in the community. Another way to partner with Parents As Teachers is to raise money for the program. There are many resources available from Parents As Teachers such as a Fatherhood School Kit, numerous publications and a speakers bureau that can assist in awareness project.

Conclusion:
A. Ask debriefing questions to promote the learning to take place in this unit. Refer to the original units for examples, or use those listed below.
B. Assign a reflection essay to capture what students have learned from completing their project(s).

Debriefing Questions:
Technical:
- What issue(s) directed your project(s) selection?
- What are the steps of the project plan/planning process you used?
- What challenges did your project create?
- How did you overcome them?

Interpretation:
- What is the role of service learning projects in addressing local issues?
- What 21st century skills did you use to implement the project(s) selected?
- If you were to repeat your project(s), what would you do differently?

Reflective:
- What did you gain from implementing your project(s)?
- What can you do to build a healthy family of your own?

Assessments:
-Collaborative work skills *(See Teaching Resource 10.4)*
-Project Plan/Planning Process Document
-21st century skills demonstrated
-Reflection Essay regarding what students learned in the units taught.
-Create an end of course assessment, pulling from unit 1-10 debriefing questions.

Teaching Resources:
- www.fcclainc.org
- **www.ascd.org**- **"Major Trends in Family and Consumer Sciences"** http://www.ascd.org/publications/curriculum-handbook/394/chapters/Major-Trends-in-Family-and-Consumer-Sciences.aspx (© 2013 ASCD. All Rights Reserved.) (Copyright © 2001 by Association for Supervision and Curriculum Development.)
- **Service Learning**: http://www.servicelearning.org/filemanager/download/BLtL_SLinAction_pages.pdf (© 2004. Used with permission of Free Spirit Publishing Inc.,)
- **Developing a Project Work Plan**-- www.rotary.org   (© 2013 Rotary International)
- **WAIT Training Information:** http://www.dibbleinstitute.org/images/appealingtoteensHowTo.pdf
- **National Family Week Toolkit**-- http://alliance1.org/national-family-week (©2010 Alliance for Children and Families All Rights Reserved)
- **House Party Weekend Toolkit or Prevent Child Abuse America** www.HousePartyWeekend.org (© 2013 Prevent Child Abuse America)
- **Money on the Bookshelf: A Family Financial Literacy Program** http://www.unce.unr.edu/publications/files/cy/other/cm9702.pdf (
- **The National Center on Shaken Baby Syndrome**

Materials:
Varies by projects selected.

Handouts:
- 10.1--FCS Project Graphic Organizer
- 10.2--How to Write a News Article
- 10.3—Rubric for News Article
- 10.4—Collaborative Work Skills Rubric
- Project Plan/Planning Process Form (not provided)
- Other items determined by project(s) selected

FCCLA Integration: *(Affiliated chapter is required to use these materials.)*
(Many were suggested within the Unit Idea Lists)
Power of One
Financial Fitness National Program
Families First National Program
Career Connection National Program
Leadership Service in Action National Program
STAR Events:
- Community Service—Display or Manual
- Focus on Children
- Illustrated Talk
- Interpersonal Communication
- Promote and Publicize

Optional Activities:
- Assign students to write about the unit that most impacted them. Share with others to encourage student enrollment.
- Review how to write a news article. Assign students to write a short article about the content of the units taught. Publish in your local paper and/or district newsletter. *(See Handout 10.2—"How to Write a News Article" and Teaching Resource 10.3—"Rubric for News Article")*
- Create a brochure entitled "Building Healthy Families in (insert your community)", and include topics covered and projects completed by your class. Use as a marketing tool for your FCS program. List corporate sponsors on the back.

Family and Consumer Sciences Project Graphic Organizer

(Use one per project)

Project Title:
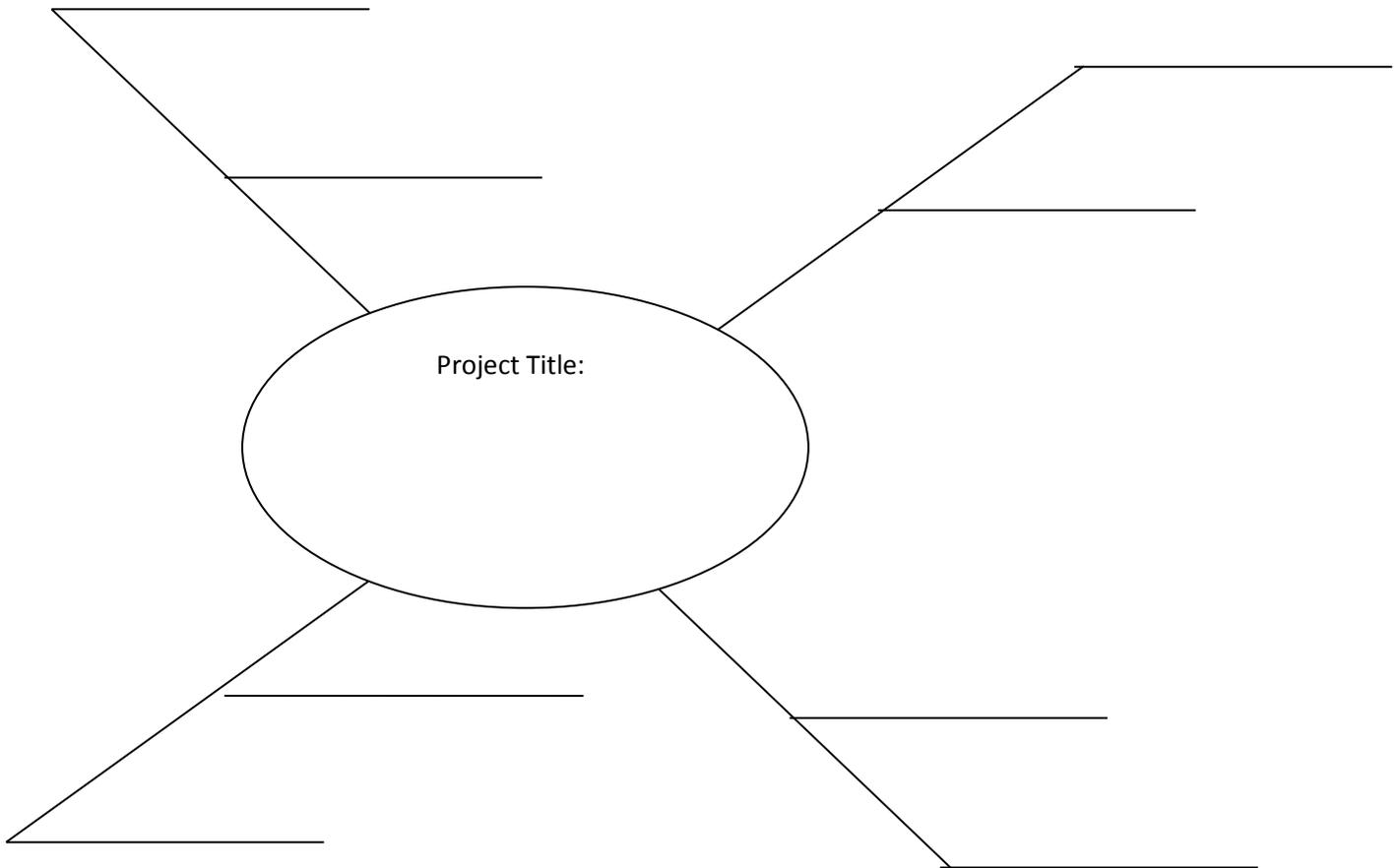
Project Notes:

(Teacher Note: A sample news article to review might be beneficial. Use a good one from a publication or create one yourself.)

Directions: Follow the 7 steps involved in writing a news article.

Steps:
I. Contact Information: *(include this line before your contact information)*
      (Your name)
      (Your title)
      (Your email address)
      (Your Phone number)
II. FOR IMMEDIATE RELEASE
      [Add the line above if can be printed now, or list a date after it "For Release on (insert date)"]

III.   # (Title) How to Write a News Article
(A good title tells what the article is about, promotes an emotion or asks a question.)

IV. The first paragraph should include who did what and when it happened.

V. The second paragraph should include the how and why.

VI. The last paragraph can add support for the content, summarize the main topic and can include quotes.

VII.   -END-

(Place –END- at the conclusion of your article so the publisher knows where it stops and not to look for additional script on the back or a lost second page)

Rubric for News Article

Task Description: Review the units covered and write a newspaper article sharing what we did in class. Ensure the following rubric is used to learn expectations. (BONUS: Two articles written for +25 pts)

Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Content of Article	50 pts	☐ In depth and well organized content ☐ Meets length requirement with quality content ☐ Excellent summary	☐ Content is adequately organized and comprehensive ☐ Length requirement is met with adequate content ☐ Adequate summary	☐ Content is minimally organized ☐ Length requirement is not met; minimal content ☐ Basic summary	☐ Content is not organized ☐ Length requirement is not met; poor content ☐ Incomplete summary ☐ Evidence of plagiarism
Appropriate Topic	25 pts	☐ Relevant to assigned subject matter and peer interest ☐ Article content exceeds requirements	☐ Relevant to assigned subject matter ☐ Article content meets expectations	☐ Minimal relevance to assigned subject matter ☐ Article content fails to meet all requirements	☐ Not relevant to assigned subject matter ☐ Fails to meet content requirements
Significance to Class / Relativity to Class	15 pts	☐ Article has great significance ☐ Student summary exceeds average peer perspective and understanding ☐ Student displays understanding of article's relevance to topic	☐ Article has some significance ☐ Student summary meets project expectations ☐ Some understanding of article's relevance to topic	☐ Article has little significance ☐ Summary meets minimal expectations ☐ Little understanding of article's relevance to topic	☐ Article has no significance ☐ Summary does not meet minimal expectations ☐ No understanding of article's relevance
Article Submission	10 pts	☐ Article written and sent electronically and provided in hard copy format. ☐ Submitted in format assigned, no errors.	☐ Article written and sent electronically and provided in hard copy format. ☐ Submitted in format assigned, but with grammatical errors	☐ Article written, but not sent electronically and in hard copy format. ☐ Partially submitted in format assigned; many grammatical errors.	☐ No article

Assignment Score _____   **+**   Bonus _____   **=**Final Score _____

Collaborative Work Skills : Working with others

<u>Directions:</u> Evaluate student teamwork skills as they complete their project plans. This can be completed by the instructor, a daily class self-evaluation or a combination.

Team or Student Name: _____ Date:_____

CATEGORY	4	3	2	1
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.