CTE CONTENT AREA: Family and Consumer Sciences
CONTENT MODULE TITLE:Human Development and Relationships

MODULE DESCRIPTION

This module introduces students to the many facets of human development and relationships. Students will be able to describe social, emotional, physical, and intellectual development across the lifespan. Students will learn strategies for cultivating positive human relationships through the lens of the family. They will explore the role of family as a major personal and environmental influence even as structural patterns evolve. Students will identify characteristics of healthy families. They will examine parenting roles, learn to appreciate family diversity, and identify family support systems. They will learn to recognize personal strengths and interests while developing strategies for making decisions and adapting to challenges. Students will have the opportunity to explore the wide variety of career options related to both human development and human services. Students will identify the knowledge, skills, education, and training necessary for success within these fields.

GUIDING QUESTIONS

How do positive individual and family relationships across the lifespan help human beings develop and thrive? What impact does the family have on the well-being of individuals and society?

MODULE CONTENT

Human Development and Relationships
1.Human Growth and Development Across the Lifespan
　　Students will
　　　　a) Identify the stages of human growth and development across the lifespan
　　　　b) Identify the relationships among and characteristics of the physical, emotional, social, and intellectual aspects of human growth and development
　　　　c) Demonstrate understanding of procedures required for the care of an infant or young child
　　　　d) Plan and implement experiences for young children which promote physical, social, emotional, and intellectual growth and development

2. Self-Concept and Self-Image
　　Students will
　　　　a) Define the term self-conceptand identify factors which affect the formation of self-concept
　　　　b) Compare characteristics of a positive and a negative self-concept
　　　　c) Identify ways that an individual's self-concept changes
　　　　d) Describe ways personal image is projected to others through physical appearance, verbal and nonverbal communication, behavior, and action
　　　　e) Assess the impact of first impressions on the development of relationships in social and work settings

3. Peer Influence and Stress Management
   Students will
   a) Define the terms "pee" and "peer pressure"
   b) Compare the influence of family, peers, media, and others on decision-making
   c) Analyze positive and negative aspects of peer pressure and ways to assert individual choices within a peer group
   d) Recognize that adolescents experience common problems
   e) Identify the causes of stress and examine appropriate ways to manage stressors

4. Human Relationships
   Students will
   a) Identify characteristics of healthy human relationships
   b) Identify characteristics of unhealthy human relationships
   c) Discuss strategies for strengthening human relationships

5. Family Role in Society
   Students will
   a) Evaluate the significance of family and its impact on the well-being of individuals and society
   b) Examine "family" as the basic unit of society
   c) Investigate family structures and transitions
   d) Examine the role of the family in teaching cultural traditions and understanding of cultural diversity
   e) Discuss ways family influence can nurture or impede the development of an adolescent's self-concept, personality, and emerging independence
   f) Identify support groups, agencies, and community organizations which assist the family in carrying out its basic functions

7. Parenting
   Students will
   a) Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families
   b) Identify roles and responsibilities of parenting
   c) Analyze physical, social, and emotional factors related to readiness for parenting

8. Career Pathways
   Students will
   a) Investigate a career in human development orhuman services field and identify the pathways used to reach that career
   b) Assess personal knowledge, skills, and interest in careers in human development andhuman servicesand evaluate personal suitability for these careers

ILLUSTRATIVE ACTIVITIES by Theme Module

Career and Community Connections

Activities for Afterschool Program

Small groups of students create developmentally appropriate activity plans foran elementary afterschool program. Students assist in the afterschool program through the presentation of their activity. Students discern the types of development their activity was designed to promote in the younger students and evaluate the results.

Communication and Interpersonal Relationships

Healthy and Unhealthy Relationships

Students view video clips displaying characteristics of unhealthy human relationships such as: criticism, contempt, defensiveness, stonewalling,and dishonesty. Students brainstorm strategies that might strengthen the relationship depicted in the video, such as: "I" statements, appreciation, gratitude, seeking understanding, and taking responsibility. Students recreate the video clips showing characteristics of healthy human relationshipssuch as:respect, boundaries, accountability, integrity, compromise, problem-solving, and generosity.

Financial and Consumer Literacy

Family Budget

Provide students with a monthly budget for a family with young children who are moving into the community. Have students research childcare options available and the costs and features of each. Students present findings on local childcare providers and discuss strategies for including childcare in the family budget and adjust the monthly budget to account for typical local childcare costs.

Health, Safety, and Wellness

Mindfulness Journal

Students learn and practice mindfulness exercises in class. Challenge students to implement mindfulness in their other classes, or whenever they face a stressor. Have students keep a mindfulness journal with responses to various prompts about stress, peer pressure, gratitude, and mindset. Students select two entries to share and discuss with the with class.

Problem Solving and Innovation

Prototype Toys

Set up a display of children's toys in the classroom. Have students identify safety hazards and toys that are inappropriate for a particular developmental stage. Small groups of students will design and create prototypes of toys that correct the safety or developmental issues associated with toys from the original display. Have students test the prototypes with children.

Sustainability

Mischel's Marshmallow Experiment

Introduce students to the Stanford marshmallow (Mischel) test by replicating the experiment in class. Lead a discussion on the struggles students, and most humans, have with delaying gratification. Provide students with short articles on current social and environmental issues which require long-term solutions. Ask students to describe how the concept of delayed gratification impacts sustainable solutions for these issues.

STANDARDS ADDRESSED

New York State Career Development and Occupational Studies (CDOS) Standards
Intermediate Level
http://www.p12.nysed.gov/cte/

       Standard 1: Career Development

           Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

       Standard 2: Integrated Learning

           Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

       Standards 3a: Universal Foundation Skills

           Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

NYS Learning Standards for Family and Consumer Sciences
Intermediate Level
http://www.p12.nysed.gov/cte/

       Standard 2: Safe and Healthy Environment

           Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

Common Career Technical Core Standards
https://www.careertech.org/career-ready-practices

       Career Ready Practices

         3. Attend to personal health and financial well-being
         4. Communicate clearly and effectively and with reason
         5. Consider environmental, social, and economic impacts of decisions
         9. Model integrity, ethical leadership, and effective management
         12. Work productively in teams while using cultural global competence

Cluster Standards

       Human Services Career Cluster®

         2. Evaluate the role of the family, community, and human services in society and the economy
         5. Evaluate career opportunities in each of the Human Services Career Pathways
         6. Explain how human development principles enhance the well-being of individuals and families

       Early Childhood Development and Services Career Pathway

         1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning
         2. Communicate effectively with fellow staff members to facilitate child development activities
         7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones to provide comprehensive program offerings
         8. Evaluate curriculum for inclusiveness of children with special needs

Family and CommunityServicesCareerPathway

2. Identify community resources to provide family and community services

National Family and Consumer Sciences Standards
https://www.nasafacs.org/national-standards-and-competencies.html

6.0 Family

Evaluate the significance of family and its effects on the well-being of individuals and society.

6.1 Analyze the effects of family as a system on individuals and society
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families

15.0 Parenting

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families

15.1 Analyze roles and responsibilities of parenting
15.2 Evaluate parenting practices that maximize human growth and development

RESOURCES

US Department of Health and Human Services
Administration for Children and Families
https://www.acf.hhs.gov/

The Administration for Children and Families (ACF) is a division of the Department of Health and Human Services. ACF promotes the economic and social well-being of children, families, individuals and communities with leadership and resources for compassionate, effective delivery of human services. ACF's Office of Planning, Research and Evaluation studies ACF programs and the populations they serve through rigorous research and evaluation projects.

U.S. Cooperative Extension System
http://articles.extension.org/parenting
http://articles.extension.org/family_caregiving

The U.S. Cooperative Extension System's mission is to address issues of importance to the nation through fostering creativity and innovation in developing solutions and methods of work and advancing the visible and measurable impact of their work for the public good.

American Academy of Pediatrics
https://www.healthychildren.org/English/Pages/default.aspx

This website includes research-driven links about wide-ranging topics such as Ages and Stages, Healthy Living, Safety and Prevention, Family Life, and Health issues.

New York State Office of Mental Health

https://www.omh.ny.gov/omhweb/childservice/

> The Office of Mental Health (OMH) regulates, certifies and oversees more than 4,500 programs, which are operated by local governments and nonprofit agencies. These programs include various inpatient and outpatient programs, emergency, community support, residential and family care programs.

CharacterLab
https://www.characterlab.org

> Evidence shows thatcharacterstrengthsareasimportantasIQandsocioeconomicstatustoachievement andwell-being. Althoughcharacterstrengthsaremalleable, surprisinglylittleisknownabouthowtheycanbeintentionallycultivated. Characterl Lab exists to researchandcreatenewwaystohelpallstudentsdevelopcharacter.

Association of Career and Technical Education
Career Planning Guide
https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf

> Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.

AdvanceCTE
Middle Level Career Interest Inventory
https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

> Provides a Career Interest inventory worksheet to use with students in helping them identify the potential matches to the sixteen career clusters available to them.

Association of CTE Administrators (ACTEA)
CTE Strong Videos
http://www.ctestrong.com

> Edge Factor has created a series of inspirational videos related to Career and Technical Education that provide students with a very contemporary perspective on CTE options. Career Cluster videos provide a new look at the many career options that students have in high school and beyond.

New York State Association of Family and Consumer Sciences Educators (NYSAFCSE)
http://www.nysafcse.org/

> Family and Consumer Sciences education in New York State is delivered through a variety of courses designed to promote student attainment of the intermediate and commencement level New York State Learning Standards for Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS). This professional organization hosts a website that includes "Curriculum" and a "Best Practices" tabs.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)
http://nyctecenter.org/

> The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in

carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.