A Pilot Curriculum for Howard County
Family Consumer Sciences Sixth Grade Program

Bonnie Braun, PhD, Extension Family Life Specialist
Stephanie K. Grutzmacher, Graduate Research Assistant
Department of Family Studies, University of Maryland
Logo design by Annette Dow

Provided in part by a Maryland Cooperative Extension special programs grant.

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Sages of the Ages: Stories that Touch and Teach
Howard County Public Schools Sixth Grade Family and Consumer Sciences – Pilot Draft 4/1/04

Participatory Action Research for Reflective Action Practice

Welcome

You are among the pioneers of family consumer sciences educators. You are testing the use of the "Sages of the Ages: Stories That Touch and Teach" curriculum in a middle school setting. You are experimenting with how the curriculum can help you help students to become more resilient--

**better able to handle the tough times that are life.**

You are testing the curriculum as a means of meeting the goals and objectives of the FCS units of "Individual, Family and Community" and "Food and Nutrition." You are collaborating with the University of Maryland through participatory action research in which you and the university team are partners. By reflecting on the experience of testing "Sages," you'll have an opportunity to contribute to curriculum improvement and in your professional FCS practice.

Our goal is to minimize the time you'll spend assessing the experience. To do that, we ask that you:

- Keep notes on what works especially well, changes you make, observations and comments you have as the unit unfolds.

- Respond to the questions on the next page at the end of the unit either in writing or via an interview.

Thank you,

**Bonnie Braun, Ph.D. and Stephanie Grutzmacher, Graduate Assistant**
University of Maryland, Department of Family Studies
301-405-3581 or Bbraun@umd.edu
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Posttest Evaluation form
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Curriculum Overview

You are pioneering a new curriculum designed specifically to share the wisdom of older adults with youth learning to handle life—and its tough lessons. “Sages of the Ages: Stories that Tough and Teach” uses stories as the foundational teaching tool for sharing wisdom. The curriculum is grounded in the research bases of resiliency and human development. It uses a human eco-system conceptual framework that considers the interrelationships between individuals, families and communities and the exchange of resources among and between each system as shown in the model below. Activities are planned to reinforce these relationships throughout the course of lessons.

As a result of participating in the curriculum, students should:

- Strengthen their critical thinking skills
- Find ways to be of service to their families and communities
- Gain greater appreciation for the ways families and communities can help them maneuver through life’s challenges

This Sages curriculum was originally developed as a community-based series of learning experiences under the guidance of a leader. That version is available on the web at:

www.hhp.umd.edu/fmst/sages

The version you will be pilot testing was custom designed for teaching sixth grade students enrolled in middle-school Family Consumer Sciences classes. It addresses two units of the new plan for teaching developed in 2003 by FCS teachers in Howard County: 1) The Individual, Family and Society and 2) Food and Nutrition. Lessons and lesson objectives are focused on the goals and objectives of each unit and use the standardized lesson format.

The curriculum will be tested in the spring of 2004 for use in the fall semester. *We are using a participatory action research design that puts you in a key position to test the curriculum and guide it's modification.* Therefore, your evaluation and feedback will be critical.

A conceptual map is included in this overview to help you get familiar with the curriculum. Use it to make notes as you get acquainted with the content and activities and plan for your classes. The conceptual map is on the next page.

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1204 Marie Mount Hall, College Park, MD 20742 or bbraun@umd.edu or Fax: 301-341-9161
## Curriculum Conceptual Map

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Units, Goals, and Objectives
Incorporated in the Sages Curriculum

UNIT 1: The Individual, Family, and Society
Goal 1: The student will demonstrate the ability to evaluate the significance of family and its impact on the well-being of individuals and society.

Objectives: The student will be able to:
   a. Identify changing family images and the impact on the individual and society (e.g., multicultural perspectives and family diversity)
   b. Analyze how the family fulfills physical, social, and psychological needs of individual family members (e.g., personal responsibility and the impact of individual actions/decisions on others)
   c. Explain the impact of family values upon the individual as well as his/her own personal value development
   d. Identify strategies to promote the development of healthy family relationships and effective communication styles.
   e. Examine the impact of technology on family and human development

Goal 2: The student will demonstrate the ability to evaluate the significance of the individual and the individual’s impact on society

Objectives: The student will be able to:
   a. Illustrate the interdependence of families, neighborhoods, communities, and societies.
   b. Discover and act upon opportunities to serve the community
   c. Produce a sewing project that will meet a community need

UNIT 2: Food and Nutrition
Goal 1: The student will demonstrate the ability to use sound nutritional concepts when choosing foods at home and in school, understanding that the choices made now are habits for a lifetime.

Objectives: The student will be able to:
   a. Identify dietary guidelines and all aspects of the food guide pyramid
   b. Identify the six essential nutrients and their benefits
   c. Diagram the recommended number and size of servings for each of the six food groups.

Goal 2: The student will demonstrate the ability to identify and follow kitchen safety procedures

Objectives: The student will be able to:
   a. Practice safe use of kitchen equipment and tools
   b. Practice and demonstrate safe and effective use of microwave ovens (e.g., how they cook, cooking containers, cooking time, standing time, and ways to promote even cooking, and prevention of burns and exploding of foods)

Goal 3: The student will demonstrate the ability to describe basic food preparation and food lab procedures

Objectives: The student will be able to:
   a. Apply math skills to proper measuring techniques
   b. Define the common abbreviations, equivalencies, and appropriate cooking terms
   c. Use correct food handling and storing practices in the food lab
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Introduction to Course –
Individuals, Families, and Communities as Sources of Support

Lesson Objective:
Introduce students to the significance of family and community on the well-being of individuals and society.

Student Objective:
Understand that families differ by who is a member and who is not and by the roles family members can play in supporting members and others in the community.

Materials
VCR and The Tigger Movie video OR The Tigger Movie book
Tigger Family Tree
Copies of letter to Tigger OR overhead transparency of letter
Defining Family drill overhead
Family photo tree materials (glue sticks, pencils, markers, crayons)
Challenge words overhead
Large cutout challenge words

Procedures
Drill/warm-ups: Purpose is to set up the importance of family and community as sources of support through tough times.

• Display the following questions on a board or overhead, asking students to think about and record their ideas on paper: What is family? Who is in your family? What functions does your family fulfill? What roles do people in your family play? Have students share their ideas with the class.

Main Lesson: Purpose is to introduce the variety of families that exist

• Introduce Tigger Movie [If not showing entire movie, cue to key point and set up the movie to the point where the video is shown].

Alternative: Prepare some visuals from the book and read portions of the book OR tell the story with pictures, stuffed animals to illustrate. Consider inviting a good reader/story teller to the class in lieu of the movie.

Assign students to listen for 1) The reason Tigger is searching for his family; 2) Problems he has in finding his family; 3) Actions his friends take during his search; 4) the family Tigger finds.
Alternative: Divide class into four groups and give each group one of the items above to listen for.

After viewing the movie, engage class in discussing each of the four listening assignments. Ask about the roles the friends played in supporting Tigger. Share the letter they wrote. Discuss the importance of what is in the letter for Tigger and how such a letter could be useful to each of us. Emphasize that families come in various ‘stripes’…and that is ok and good.
Discuss multicultural conceptions of family (some families include close friends/fictive
kin, multiple generations, in-laws, adopted members, community members, pets). How
are families different in different parts of the world? Does family mean the same thing
to everyone? Discuss different family structures (extended families, single parent
families, grandparent families, families without children, stepfamilies, etc.) Tie the
discussion back to Tigger by introducing the tree from the Hundred Acre Woods. Ask
the class who the members of Tigger’s family are and put their pictures on the tree.
Point out that there aren’t any other Tiggers on Tigger’s family tree, and that blood
relationships do not necessarily define family memberships. How does Tigger’s family
play roles in his life?

Assignment: Purpose is to begin connecting the student’s family with the class
curriculum.
Family Album or Tree: For the next class, tell students to gather pictures or make drawings
of the people they consider to be in their family. For those who want to create a family tree,
encourage them to do so using their creativity. You may distribute the My Family Tree
worksheet. Some may want to use art supplies; others photos; some genealogy programs on
computers. For those wanting to do extra work, more time may be needed.

Evaluation: Purpose is to establish a baseline on each student for comparison at the end.
At this point, distribute the pretest supplied with this curriculum. Collect and keep until the end of the course.
What is family?

Who is in your family?

What functions do your family fulfill?

What roles do people in your family play?
Dear Tigger,

Just a note to say ...

Dress warmly.

Eat well.

Stay safe and sound.

Keep smiling.

We’re always there for you.

Signed,

Your Family
Tigger's Family Tree
My Family Photo Tree

Using pictures or drawings of the people you consider to be in your family, create a family photo tree. Be sure to label each picture with a name.
Beside each of the words below, think about what the word means and name something that has happened to you that fits with that description. Then briefly state how you handled it.

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<tr>
<th>Word</th>
<th>Happening</th>
<th>Handling</th>
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<td>Trouble</td>
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<td>Test</td>
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<tr>
<td>Emergency</td>
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Note: Distribute a set of words from the list of words to describe challenges [before using the list as an introductory activity to the unit]. Determine the number you think is reasonable for the level of your students and the time available--3-5 recommended. Collect these pre-assessments with student names. File for comparison to post-test at end of the unit of study.
Lesson 1: Families as Sources of Support

Lesson Objective:
Expand the concept of family as a source of meeting needs

Student Objective:
Understand roles families play in preparing members to handle difficulties

Materials
Tape Recorder for optionally recorded tapes
Overhead projector
Family Needs chart
Challenge words on paper and on a transparency
Stressors and Protective factors guide
Family Problems questions
Family Story homework assignment
Stuffed Tigger [optional]

Warm Up--Purpose is to reinforce introductory lesson
Remind students that together you created Tigger’s family tree and that each of them was to create a family photo or drawing tree of those they considered representative of those they include in their family. Ask students to share and tell about their families. Collect and/or post the visuals. Summarize by reminding students that families come in many “stripes.”

Main Lesson--Purpose is to get each student to reflect on his or her family and to explore the role families can play in helping to get through the tough stuff of life.

My Family--
• How does being in a family help people? Have students brainstorm a list of needs fulfilled by families in small groups. Go around the room, having each group share one need they thought of until every group has shared their entire list. Categorize the ideas on a chart or board by whether the idea is a physical, social, psychological, financial, developmental, or emotional need. Discuss what happens when a family member does not fulfill his or her roles and responsibilities.
• What does your family do together? Are these activities regular activities for your family? What do people in your family gain from these activities?
• What are some of the special occasions you spend with your family? Are they celebrations, holidays, milestones, etc.? How do family members help each other acknowledge events of personal significance? Does your family engage in activities with the community?

Challenges--
• Explain that through the ways a family takes care of its members, celebrates the good times and gets through the tough times helps people to become like Tigger [Show Tigger as a picture or stuffed animal.] Ask students what Tiggers do best [they bounce]. Reinforce that being able to bounce is a skill this class is learning. Explain that the BIG word for bouncing is “resiliency”—the ability to handle challenges.
Show challenge words on overhead. Give each student one of the words and instruct them to arrange themselves in order from least to most serious. Allow the students to negotiate their place in the order and discuss the meaning of their words while moving around. Make a list of the order of the words. Alternative: Post words in order as a point of reference during the course.

Once everyone has settled into a place in the lineup and posted the words, lead the class in a discussion about what it means to be in a difficult situation (stress the range of possibilities from pickle to tragedy and the range of accompanying actions). Talk about a few of the types of ways people deal with difficult situations. Explain that some ways are protective—they help you not have difficulties or make them less difficult and that other ways are recovery—they help you get over the difficulties. Use the lists of stressors/crisis factors and protective/recovery factors provided to guide the discussion.

Have students brainstorm ideas and record individually on a piece of paper: Think about a difficult time you or your family has experienced. What were the problems? What did you do about them? Did someone or something help you get through it? How did it make you feel? What positive things came out of the experience? What lessons did you learn? How did your family play a role in this situation? How do you deal with disappointment? How do others help you deal with disappointment?

Point out how family members can help each other get through difficult situations or overcome challenges through support, communication, providing resources, sharing ideas, etc. Ask students for examples of ways that people protect themselves from stress, recover from stress, and otherwise get through difficult situations and challenges. Also ask students to think about some actions and resources that are used to get through specific situations. Use the list of those factors to guide the discussion and classification.

Lesson Modifications/adaptations—Record ideas you have

Evaluation: Purpose is to both record that assignment was done and to display work if deemed desirable.
- Collect and/or post family photo tree activity

Assignment: Purpose is to begin the process of collecting stories and to further engage family members in the curriculum.

Tell students to talk to their family and to bring in a family story to share with the class about any event that is important to you or your family that tells about a time when they and/or the family, or someone in the family, learned a special lesson about dealing with challenges. Suggest they take the list of words home to start the story collecting. Some may gather stories to illustrate several different kinds of challenges. Encourage students to talk about why those stories are important to them and/or their family.

Note: These stories can be collected in written format on the form provided or to be told orally. For those who are creative, they might want to bring in a story on audiotape or other unique medium.
Trial
worry
Mess
Hardship
test
Concern
Problem
Quandary
Pickle

Mayhem

Trouble

ORDEAL

Hiccup

Tight spot

Misfortune

Hassle
Stressor
Conundrum
Hurdle
Emergency
HINDRANCE
Disruption
Glitch
Obstacle
Types of protective and recovery factors

**Parents and family:** Nurturing relationships with primary caregivers, structured, consistent parenting, parental supervision and involvement, vigilance, stability, well-functioning family

**Social Support:** support from peers, friends, and other significant people, positive influence of role models, social network, feeling valued by others

**Health and Safety:** safe home and community, healthy body, mind, and spirit, healthy relationships

**Community:** close and supportive community that fosters a sense of belonging, community includes helpers such as fire and rescue workers, volunteers, teachers, group leaders, and neighbors

**Positive Outlook:** hope, hardiness, flexibility

**Resources:** knowledge, information, ideas, talents, or skills used to protect from stress or handle a challenge; problem solving and decision-making skills, financial management

**Time:** celebrations, traditions, routine, spending time in preferred ways, leisure time

**Communication** – openness and positive interactions with others, truthfulness

**Faith and Spirituality**

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Types of Stressors and Crises

**Changes:** changes in living conditions, personal habits, financial situation, eating habits, sleeping habits, schools, responsibilities, moving place of residence

**Family stresses:** trouble with parents and siblings, gaining a new family member, marriage, divorce, domestic violence or abuse, someone in family leaves home, drug or alcohol problem of family member, family member in trouble with law, change in financial state of family, employment problems in family

**School:** going to a new school, beginning or end of school year, problems with teachers, problems with academics

**Friends and Peers:** trouble with friends or peers, losing or gaining friends, peer pressure, teasing

**Special Occasions:** family gatherings, vacations, holiday observances, special events

**Health:** personal injury or illness, change in the health of a family member, drug or alcohol problems, depression and anxiety

**Personal:** trouble with the law or other authorities, relationship problems, outstanding personal achievement, failure

**Community Stresses:** economic problems, environmental problems, weather, natural disasters

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Think about a difficult time you or your family has experienced. What were the problems?

What did you do about them?

Did someone or something help you get through them?

How did your family play a role in this situation?

How did that make you feel?

What positive came out of the experience?

How do you deal with disappointment?

How do others help you deal with disappointment?

What lessons did you learn?
Family Story homework assignment

Bring in a family story to share with the class. A family story can be about any event that is important to you or your family, a time when you and your family learned a special lesson, or experienced a challenge. Be sure to ask your family members for story ideas, talk about why those stories are important to you as a family, and choose your favorite one to bring to school.
Lesson 2—Communities as Places of Support

Lesson Objective: To introduce the resources of communities in Howard County
Student Objective: The student will demonstrate the ability to evaluate the significance of the individual and the individual’s impact on society

Materials
Large print community story
Large graph (for class)
Factors Graph worksheet (for individuals)
Family Needs chart
Defining Community overhead
Community Resource worksheet
Community Sectors chart
Food and Family assignment template

Drills/Warm-up: Purpose is to hear/read some of the stories collected by the students; classify the kinds of challenges and demonstrate the kinds of needs met.

- Ask students to share some of their stories by telling/reading aloud, playing recorded stories OR posting stories and have students read. Assign half of the class to listen for the kind of challenges in the stories contained in the stories. Assign the other half of the class to listen for tools or support that people in the stories relied upon to get through the challenge.

- If you have the challenge words posted, students could classify each story by posting next to the challenge word that best describes the story. Summarize the kinds of stories and draw conclusions about the challenges that were described and how those were handled emphasizing the role of family members.

Alternative activity:

- Have the students get in groups of two or three to share family stories brought in from previous class’s assignment. Have the students code/classify the same categories of factors as done above. Have students graph the frequency of occurrences of each type of factor on graph worksheets. Add these factors to the large graph as well. Talk about which factors appeared most frequently in the students’ stories and why.

- Explain that families help to meet six kinds of needs that all family members, and especially pre-teens have: Emotional, Social, Physical, Financial, Developmental, and Psychological. Show the chart with the needs. Return to the stories and classify the kinds of needs that might have been addressed in each story. Each student can have a chart and place the story’s name or ID in the sector of needs they think best fits the story.

Alternative: Could have the student do for just the story s/he brought in or could divide the stories so that small groups work together to decide how to classify the needs from the story.
Main Lesson: Purpose is to connect students and families to communities and the roles communities play in supporting families and students.

- Display the following questions on a board or overhead, asking students to think about and record their ideas on paper: What is community? Who is in your community? What functions does your community fulfill? What roles do people in your community play? Have students share their ideas with the class.
- Discuss how families are a part of communities and how being a part of a community can help all members.

Activity--Purpose is to demonstrate that the news is full of stories about communities overcoming challenges.

- Explain that just as families have challenges, so do communities. Using one or more stories about community from newspaper [use your own or the one provided], have students find evidence of stressors/problems, protective factors, and values. Use classification system [from lesson 2] to label and classify these factors.

Alternative: If you did not use the graphing activity with the stories, consider using now OR if graphing was popular, continue using the activity. Tell students to graph the frequency of occurrences of each type of factor found in the community stories on a large graph for the students to see.

Community Resources--Purpose is to increase awareness of resources available in the community first by the students and then among their families as the maps are shared with families.

- Next, explain that communities have resources to help families and that families need to know where to turn for help. In addition, families and young people can contribute their time, talent, and money to make these resources available to community members. Explain that the class will be mapping their community for resources. Use the community resource sheet to address the following questions: what are the things, places, and people in your community that help others (friends, family, park, community center, library, organizations, teachers, parents, neighborhood group, hospital, etc.)? What kind of help do these resources provide and how do they make a difference?
- Community resource map: Have students mark the community resources they thought of on a large map. Discuss where the community resources are located and where they seem to be lacking. Does the community provide enough resources for students? How could students be a resource for others? What can they give back and how can they make a difference?
- Introduce the community resources by sector visual. Explain that community resources can be categorized by sectors of the community such as health, education, human services, recreation, business, safety/public service, community organizations, faith, and government. Community resources sectors can function to help individuals, families, and communities in many ways. Ask students to think about which members of their community may be left out of certain sectors (For example, older adults are often left
Community Needs--Purpose is to inventory needs and find ways students can be a resource in meeting those needs.

- Explain that existing community resources meet many, but not all of the needs in the community. Explain that the next part of the class will be to conduct a community needs assessment that can result in service work the students can do for their community.

- Community service needs assessment: Ask students to identify needs in their community that are not being fulfilled on the community resource map. These ideas may include groups of people for which there are few services available (e.g., low-income families, infants and toddlers, cancer patients, or shelter animals), gaps in resources such as not enough activities with transportation for dependent seniors, or emerging community problems such as pollution or lack of recycling. Allow students to discuss both the problem and their ideas for a solution (use Sages guide to community activities).

- Invite members of the community to come speak to the class about needs and ways they could meet those needs. Have students find out what (and what types of) needs the community members or organizations are meeting, how the person or group identified that need, what resources they provide, who they help, etc.

Alternative: Take students to community sites to learn first hand about needs.

Note: IF you are going to tie this part of the curriculum into a sewing segment, you could introduce the possibility of a sewing project that fulfills a community service need such as blankets or stuffed animals for children in emergencies.

KEY POINT: Be sure that the students take ownership in identifying and selecting projects. All ideas should be recorded then evaluated for their feasibility (cost and available resources, equipment needed, skill required, etc.). Engage them in exploring how to get the needed resources. Decide if this project will be done during class hours, outside of class or some of both.
Lesson modifications/adaptations

Evaluation: Purpose is threefold: 1) to account for participation in activities; 2) to assess the ability of students to match stories to developmental needs and to challenges and 3) to assess the ability of students to identify resources and needs they could help meet.

1) Record in student record whether or not the story assignment was done.
2) Collect the developmental needs graph if done individually to assess the extent to which the student could match needs met to challenges described in the stories.
3) Record extent of student contribution to group activities.
4) Record any extra credit activities.
5) Consider using the community questions as a short essay test if such an assessment is appropriate.

Assignment--Purpose is to continue engaging the family in the class activities and to set up the connection between family and the role of food in handling life's needs and challenges as told through family stories.

- Have students bring in another family story to share with the class- this time the story should be about food and family. A recipe related to or featured in the story should accompany the story. Encourage students to ask their family members for ideas and recipes and encourage them to discuss with their family the importance of both the event and the food to their family.
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- **Parents and Family**
- **Social Support**
- **Health and Safety**
- **Community**
- **Positive Outlook**
- **Resources**
- **Time**
- **Communication**
- **Faith and Spirituality**
Demonstrating Needs Met Based on Family Stories Collected

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What is community?

Who is in your community?

What functions does your community fulfill?

What roles do people in your community play?
Community resource list

<table>
<thead>
<tr>
<th>What people, places, and things in your community help others?</th>
<th>What kind of help do these resources provide the community?</th>
<th>How do these resources make a difference in your community?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Food and family story/recipe assignment

Ask your family members to recall some stories about family and food. These stories can be about a difficult time or a celebration. With your family, brainstorm ideas of recipes that might accompany the stories your family is telling. For example, if your story is about having brunch at your grandparents’ house to celebrate a special family event, try to find a recipe for a dish from that meal that can be shared along with the story. Or, if the story is about a challenging hike your family went on during a family camping trip, find a recipe for the trail mix that you took along as a snack. Discuss the importance of the events and the food in your family’s stories.

Record your favorite family food story on an audiotape or a piece of paper. Bring a recipe that goes with the story, along with the story itself, to the next class.
Lesson 3 – Food: A Tie that Binds

Lesson Objective:
Introduce the foods & nutrition unit and the roles food plays in individual, family and community resiliency.

Student Objective:
Connect the roles of food to individuals, families, and communities

Materials
Food and family worksheet
Food Needs chart
Food and technology worksheet
Sample food if used
Story (ies) about food to introduce main lesson

Drill/warm-up: Purpose is to set up the study of food and nutrition in relation to the study of individuals, families, and communities and to show how food fulfills various needs.

- Handout worksheet about food and family--collect worksheet.
- Discuss how food, family, and community fit together. Have students share the important family times of which food is a part. Guide discussion by asking:
  1.) What does food mean to your family? What does food mean to your community? What are the important times in your family and community of which food is a part? (Foods are used in comforting, celebration, meetings, festivals, fairs, etc. for both family and community).
  2.) What role does it play during happy times? What role does it play during difficult times? How can food help you get through a difficult time?
- Show food needs chart. How does food meet various individual, family, and community needs? In what circumstances may people be without the quality or quantity of food needed or wanted? (Not getting a preferred food, not having enough money, having food/dietary restrictions, seasonal factors, braces, health/illness, etc.) What are other barriers to having food? (Forgot lunch/lunch money, needed ingredient is missing, no one is available to help with food preparation, lack of skill, financial barriers, health barriers, weather/disaster problems) What are the ranges of responses to not having food? (Disappointment, hunger, critical health problem, etc.) Ask students to discuss some ways in which they could deal with not having the food they want or need. Who can help them in these situations? How can students help others in these situations?

Main Lesson: Purpose is to explore the roles food plays and how culture influences food.

- Share food and family story you have collected or use the example provided to illustrate how food is connected to individuals, families, communities, and/or cultures.
- Have students share food and family stories & recipes they brought in as their homework. Assign students to listen for ways food was used to celebrate and to listen for any examples of the importance of food in challenging times.

Note: Depending on how previous stories were shared, consider varying the style of sharing--if in large group, divide into small groups or vice versa.
Supplemental Activity: If the class is interested in preparing a booklet of the stories and recipes, talk about how to handle the work—in class; out of class. Guide them in organizing the work, timeframe, etc. The resulting booklet could be distributed via hard or electronic copy.

Present food and culture materials. How does food express diversity? How is food a part of cultures around the world? How is it a part of our culture? Have food taste test by providing a sample food from an appropriate culture (consider holidays near the time of the unit) to get interest of students. Explain the background of the food. Ask how many have had the food, etc. Discuss this food and other foods as a part of celebrations, special occasions, food in difficult times, etc.

- Divide class into teams of two with the team deciding which will be the recorder. Distribute cards or paper and have each in 1-minute list all the kinds of food they can think of tied to the culture you have introduced. Then have pairs of teams compare lists and make a merged list. Ask for one person from each group of four to read aloud the list while the other groups check off those foods mentioned. Continue around the room until no one has any to add. Count the total number of foods the class identified. If time permits, could repeat with other cultures or give as a bonus assignment.

Lesson modifications/adaptations:

Evaluation: Purpose is to assess the extent to which the students increase their thinking about food and its role in their family.
Using the initial family and food worksheet as a pre-assessment, redistribute after noting the number of blocks in which the students wrote or in what every way you deem appropriate note what students wrote during the pre-lesson activity. Ask them to add to their blocks if, after studying about the roles of food, they can think of more ways food is important in their family and community.

Assignment: Purpose is the introduce the lesson on food and technology

- Explain that technology affects the food we have to eat and how we store and prepare it. Have students interview family members to find answers to the questions on the worksheet on food technology. Tell the students they are to find out what growing/buying, preparing, cooking, and serving food was like when their parents, aunts, uncles, grandparents, or other family members were in sixth grade. Students should turn in the completed worksheet on food technology.
Food and Family

Name: ___________________________ Date: ___________

Draw or write the food(s) that you think is important at each of the following times:

- Your Birthday
- Family Reunion
- Mother’s Day
- Your Sibling is Sick
- 4th of July
- 1st Day of School

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<table>
<thead>
<tr>
<th>Thanksgiving</th>
<th>Family Trip</th>
<th>Superbowl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Outage</td>
<td>Snowstorm</td>
<td>Community Fair</td>
</tr>
</tbody>
</table>

What are other times when food plays a role in your family?
How does food fulfill each of these types of needs for individuals, families, and communities?

- Emotional Need
- Physical Need
- Social Need
- Psychological Need
- Developmental Need
- Financial Need
Food and Technology

Name: ___________________________ Date: __________________

• Where does my family get food? Who cooks our meals?
• What appliances, utensils, and cooking methods do we use to prepare food?
• How long does it take to prepare a meal?
• Where do we eat? Who do we eat with? What do we do while we’re eating?
• Are there any special dietary needs in my family?

Interviewee #1: _____________________
• When you were in sixth grade, where did your family get food? (Delivery, farmer, market, grocery store, etc.)
• What appliances, utensils, and cooking methods did you use to prepare food?
• How long did it take to prepare a meal?
• Where did you eat? Who did you eat with? What did you do during the meal?
• How has technology changed your eating from when you were in sixth grade?
• Were there any special dietary needs in your family?

Interviewee #2: _____________________
• When you were in sixth grade, where did your family get food? (Delivery, farmer, market, grocery store, etc.)
• What appliances, utensils, and cooking methods did you use to prepare food?
• How long did it take to prepare a meal?
• Where did you eat? Who did you eat with? What did you do during the meal?
• How has technology changed your eating from when you were in sixth grade?
• Were there any special dietary needs in your family?

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Lesson 4 – Food Costs and Technology

Lesson Objective
Illustrate the challenges of costs of food resources and changes in food technologies.

Student Objective

Materials
Examples, or pictures of food preparation tools over the years i.e. beaters/mixers, wood, electric, gas and microwave ovens, etc.
Cost comparison activity sheet

Drill/warm-up
Using the sample or pictures, introduce the ways food technologies have changed over the years and the dependence we have on electricity for food preparation.

Main Lesson: Purpose is to demonstrate that food technology and costs change and can present challenges to handle.
• Have students share their stories using ways that repeat, or are different from, those used in previous story sharing activities. Lead discussion about what the students found out when they interviewed the families. Assign listeners in teams to focus on the parts of the stories comparing today with previous generations regarding: 1) food growing, 2) food distribution and shopping, and 3) food preparation. Ask students if they think today's are better, worse, or about the same and why?
• Discuss some of the innovations and technology that has helped change the way we eat. Discuss farm to table process and benefits and costs of technological changes. Introduce consumer literacy: food staples, convenience foods- and their financial and health costs.
• Explain that food costs have also changed over the years and that costs vary today depending on such factors as season, location, types of outlets, sales, etc. Introduce cost comparison activity.
• Plan special meal preparation and eating for next class- recipes with food and food story may be considered.

Lesson modifications/adaptations

Evaluation
## Cost Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Bread</th>
<th>Milk</th>
<th>Postage</th>
<th>Gas</th>
<th>Car</th>
<th>House</th>
<th>Ave Income</th>
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<tbody>
<tr>
<td>1900</td>
<td>3¢</td>
<td>30¢</td>
<td>2¢</td>
<td>5¢</td>
<td>$500</td>
<td>$4,000</td>
<td>$640</td>
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<tr>
<td>1920</td>
<td>11¢</td>
<td>58¢</td>
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<td>$1.72</td>
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<td>34¢</td>
<td>$1.30</td>
<td>$14,400</td>
<td>$126,500</td>
<td>$22,060</td>
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To calculate the percentage increase for each item, subtract the past price from the current price. Divide the difference by the past price. Multiply by 100.

Have some items gone up more than others have?

What has gone up the most?

Has anything stayed about the same?

How have increases in average income compared to increases in the cost of goods?
Lesson 5 – Healthy Eating

Lesson Objective
Demonstrate the preparation of a healthy recipe using nutrition criteria, healthy substitutions, and food guide pyramid

Student Objective

Materials
Food pictures, glue, and paper
Food Guide Pyramid tools
Teacher recipe, ingredients, and supplies for demonstration
My Recipe worksheet
Food lab recipe, ingredients, and supplies

Drill/warm-up
Using magazines or photos, have students classify pictures of foods as healthy or unhealthy. This activity may be done individually or as a group, with either large or small paper for mounting food pictures.

Main Lesson: Purpose is to demonstrate that not all recipes are nutritious, but using the food pyramid and other criteria, substitutions and other choices can increase the health value of a recipe

- Share materials to teach food guide pyramid, serving sizes, etc. (video, game, etc.). Based upon the material presented, allow students to brainstorm criteria for a healthy food or meal.

  Note: Just like adults, sixth graders may have misconceptions about what constitutes healthy eating. Make sure to develop some criteria ahead of time to help students through this activity. Does the recipe contain ingredients from the most important food groups? Is the recipe high in fat, saturated fat, cholesterol, sodium, or sugar? Does the recipe contain vitamins, fiber, iron, etc.? Do the ingredients contain bleached flour, preservatives, dyes, hydrogenated oils, etc.? Is the recipe prepared using healthy cooking methods?

- Using your own recipe for a healthy meal/snack (perhaps multicultural recipe), demonstrate food preparation. As you go, make or discuss substitutions that make the recipe healthier.

- Using the recipe brought in for lesson 3, have students evaluate the healthfulness of their own recipes. You may use the My Recipe handout to guide students through this evaluation or you may create a handout that includes the criteria you and your class have created.

- Food lab for students.

Lesson modifications/adaptations

Evaluation

Resources: http://www.nal.usda.gov/fnic/Fpyr/pyramid.html includes standard, multicultural, and special needs food guide pyramids

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My Recipe

My recipe contains ingredients from these food groups:

How many servings from each group does my recipe have?

Bread, cereal, rice, and pasta group: ______ servings
Vegetable group: ______ servings
Fruit group: ______ servings
Milk, yogurt, and cheese group: ______ servings
Meat, poultry, fish, dry beans, eggs, and nuts group: ______ servings
Fats, oils, and sweets: ______ servings

Check off the statements that apply:
___ My recipe uses whole grains, fruits, and vegetables.
___ My recipe is low in fat, saturated fat, cholesterol, sodium, and sugar.
___ My recipe contains vitamins and minerals.
___ My recipe does not contain any artificial ingredients or colors.
___ My recipe is prepared using healthy cooking methods.

Based upon the criteria we made for healthy foods, is my recipe nutritious? Why or why not?

What substitutions can I do to make my recipe healthier?

What ingredients and food groups could I add to make my recipe healthier?
Lesson 6 - Clothing

Lesson Objective
Learn basic consumer information about clothing, and explore the ways in which clothing reflects identity, enhances celebration, and fulfills needs.

Student Objective

Materials
Clothing needs chart
Clothing and family worksheet
Sewing project materials

Drill/Warm Up:

Main Lesson:
- Discuss clothing from a consumer viewpoint. Include information about clothing quality, budgeting, shopping, and clothing care. Cover basic laundering and sewing skills needed to repair clothing.

- Discuss how changes in technology have influenced clothing. Ask students to imagine what it would be like without zippers, without clothing manufactured by others, etc.

- Using the clothing needs chart, discuss how clothing meets various types of needs. What are some problems people experience related to clothing? How do people deal with these problems? How are communities connected with fulfilling clothing needs?

- How is clothing connected to celebration, comfort, special needs, and difficult times? How does clothing express individual and group identities? (Examples: Quilts function as a social activity, a memory piece, folk art … They originated as a source of warmth and a use for fabric scraps.) How is clothing connected to cultures?

- Allow students to brainstorm sewing projects that fulfill a community need. Ideas include quilts or blankets, fleece hats, stuffed animals, and drawstring or tote bags. Plan and execute sewing project.

Lesson modifications/adaptations

Evaluation
Clothing and Family

Name: ___________________________ Date: ___________

Draw or write the clothing and textiles that you think are important at each of the following times:

- Graduation
- Family Reunion
- Wedding
- New Baby
- 4th of July
- 1st Day of School
What are other times when clothing plays a role in your family?
How does clothing fulfill each of these types of needs for individuals, families, and communities?
Lesson 7
Preparing for Emergency Challenges- as Individuals, Families and Communities

Lesson Objective
Engage students in a concrete activity that ties together the concepts introduced in this unit

Student Objective
Understand that some of life's challenges can be handled through advance preparation as individuals, families, and communities

Materials
- Stories about individuals, families and/or communities handling emergencies (use stories you collect or examples provided)
- Handling Emergency Chart
- Emergency Preparedness Guidelines
- Emergency Kit
- Family Communication Plan

Drill/warm-up

- Share stories of individuals, families, and/or communities handling emergencies. Discuss with students how they can handle some of life's challenges alone, within families, and/or by communities. Create a chart of examples of challenges in each. Ask if ever there are challenges that can't be handled within a community--when outside help is needed-- from the state, nation, international and add to your chart.

- Discuss possible preparations for challenging situations. Show students how to design a plan for families, including contact information, supplies, etc.

- Return to the community resource map and introduce students to ways the community prepares for emergencies. Begin by discussing what emergencies might occur during school hours and talk about how the school prepares to handle those. [Students are likely familiar with fire drills; some may be familiar with tornado or other storm drills.] Invite someone from the school or school district to tell students about other ways the schools prepare for emergencies. Expand your investigation beyond the school to the community.

Note: Teachers will need use their wisdom about how much to tell the students depending on their maturity and policies of the school district.

Alternatives: Invite emergency preparedness/resource people from the community to your class or visit emergency preparedness sites in the community.

Lesson modifications/adaptations

Evaluation

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Sages of the Ages: Stories that Touch and Teach
Howard County Public Schools Sixth Grade Family and Consumer Sciences – Pilot Draft 4/1/04

Assignment: Purpose is to engage the student and the family in concrete activities that tie together lessons on food, clothing and developmental needs.

Send home a letter explaining this lesson to parents. Include information about making an emergency kit. Assign students to take the letter home and prepare an emergency kit. Encourage them to talk with family members, come up with a plan for various types of emergencies, and make a contact info sheet for each family member. Encourage students to talk with family members about times when they experienced individual, family or community emergencies, and how they handled the challenge.
## Handling Emergencies Activity

<table>
<thead>
<tr>
<th>Site of Handling</th>
<th>Examples of Emergency</th>
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<tbody>
<tr>
<td>Individual</td>
<td></td>
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<tr>
<td>Family</td>
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<tr>
<td>Community</td>
<td></td>
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<tr>
<td><strong>Beyond Community</strong></td>
<td></td>
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<tr>
<td>(State, Nation, International Help)</td>
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</tbody>
</table>

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Emergency Preparedness Guidelines

Find Out What Could Happen to You:
Emergencies come in all shapes and sizes. Some of the more serious emergencies that may require you and your family to stay inside your home or leave the area include hurricanes, floods, earthquakes, tornados, winter storms, fires, and power outages.

Contact your local emergency management or civil defense office and American Red Cross chapter

- Ask what types of disasters are most likely to happen. Request information on how to prepare for each.
- Learn about your community’s warning signals: what they sound like and what you should do when you hear them.
- Ask about animal care after a disaster. Animals might not be allowed inside emergency shelters due to health regulations.
- Find out how to help elderly or disabled persons, if needed.
- Find out about the disaster plans at your school, your parents’ workplaces, after school care center, and other places where your family spends time.

Create an Emergency Plan

- Discuss the types of disasters that are most likely to happen. Explain what to do in each case.
- Pick two places to meet: right outside of your home, in case of a sudden emergency like a fire, and outside of your neighborhood in case you can’t return home. Everyone should know the address and phone number of this location.
- Ask an out-of-state friend or family member to be your family contact person. After a disaster, it is often easier to call long distance. Family members should call this person and tell them where they are. Everyone should know this person’s contact number.
- Discuss what to do in an evacuation. Plan how you will take care of your pets.

Emergency Supplies

- A three day supply of water (one gallon per person per day) and non-perishable food
- One change of clothing per person and one blanket or sleeping bag per person
- A first aid kit that includes your family’s prescription medications
- Emergency tools including battery-powered radio, flashlight, and plenty of extra batteries for each
- An extra set of car keys and a credit card, cash, or traveler’s checks
- Sanitation supplies
- Pet supplies (food, collar and leash or cage, water, any medication, bedding)
- Special items for infant, elderly, or disabled family members, extra glasses, etc.
- Keep important family documents in a waterproof container. Keep a smaller kit in the trunk of the family car.

Preparing for an Emergency
- Post emergency telephone numbers (for police, fire, ambulance, etc.) by telephones.
- Teach younger family members how and when to call 911 for help.
- Learn how and when to turn off the water, gas, and electricity in your home.
- Ask your parents to check if they have adequate insurance coverage.
- Learn how to use a fire extinguisher and know where it is kept.
- Check for smoke detectors on each level of your home, especially near bedrooms.
- Stock emergency supplies and assemble an emergency kit.
- Take a Red Cross first aid and CPR class, or encourage a family member to learn.
- Determine several possible escape routes in your home. Find two ways out of each room.
- Find the safe spots in your home for various types of disasters.

Practice and Maintain Your Plan
- Quiz your parents and other family members every six months so everyone can remember the plans.
- Conduct fire and emergency evacuation drills.
- Replace stored water every three months and stored food every six months.
- Test and recharge your fire extinguisher according to its instructions.
- Test your smoke detectors monthly and change their batteries at least once a year.

Communicate with Neighbors
Meet with your neighbors to plan how the neighborhood could work together after a disaster until help arrives. Consider how you can help neighbors who have special needs, such as disabled or elderly persons. Make plans to go to a neighbor’s house in case your parent(s) cannot get home. Are there other ways you can collaborate with neighbors in an emergency?

Emergency Kit

Think about what you might need to do to prepare yourself and your family for three days without electricity. What are the needs of each of your family members, and what items would you need to gather to sustain them through this period? What items would you put in a kit in your home? What items would you put in a mini-kit that could be kept in a car or near the door? With your family, gather the items you would need in case of an emergency.

<table>
<thead>
<tr>
<th>Need</th>
<th>Items Needed for Each Family Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical (Nutrition, health, safety, clothing, and shelter)</td>
<td></td>
</tr>
<tr>
<td>Psychological</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td>Other (transportation, education, communication, entertainment)</td>
<td></td>
</tr>
</tbody>
</table>
Family Communication Plan

Fill out the family communication plans and distribute to all family members. Be sure to customize the list of contact information for all of the members of your family and places they may be during an emergency. Include cellular phone numbers, if available.

Sample: Family Communication Plan

<table>
<thead>
<tr>
<th>Family Communication Plan</th>
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</thead>
<tbody>
<tr>
<td>Fire, Police, EMS</td>
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<tr>
<td>Emergency Meeting Place</td>
</tr>
<tr>
<td>Outside of your home</td>
</tr>
<tr>
<td>Meeting Place</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Parent(s) Work</td>
</tr>
<tr>
<td>Phone</td>
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<tr>
<td>Parent(s) Work</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>My School</td>
</tr>
<tr>
<td>Phone</td>
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<td>Family Contact</td>
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1204 Marie Mount Hall, College Park, MD 20742 or bbraun@umd.edu or Fax: 301-341-9161
Closing Lesson
Individuals, Families and Communities as Sources of Support

Lesson Objective:
Review lessons learned about the significance of family and community on the well-being of individuals and society.

Student Objective:
Demonstrate:
- Strengthened critical thinking skills
- Service to their families and communities
- Greater appreciation for the ways families and communities can help them maneuver through life’s challenges

Materials
Looking Glass handout
Posttest Evaluation
Tigger
Charts, other materials from class

Drill/warm up: Purpose is to determine if the students changed their thinking about how to handle challenges--a measure of critical thinking.

Distribute the pretest given at the start of the lesson with the post-test modification. Tell students to look back at what they said when the lessons began and to look again at what they said on their activity sheet. This time, on the additional paper, instruct tem to tell how they might handle the situation differently if it happened to them again.

Note: This is essentially the “final” for the course but to remove stress, omit the use of the word “test.” Use to introduce the final activity of the class.

Main Lesson: Purpose is to review the main points of the unit and reflect on any new ways of thinking about overcoming difficulty and about the connections between individuals and their families and communities.

- Remind students that stories are a good way to learn about life. Ask them to think about the stories collected for these lessons and explain which story was their favorite and what they learned from the story.
  Note: Depending on how you have collected the stories, you might direct student attention to those posted, those in an electronic collection; those in a printed booklet. This activity could be done orally with the entire class, in small groups or in writing.

- Review the Tigger movie lesson about families coming in all stripes. Review the letter to Tigger from his family. Have students record the letter they would write to a family member about how to get through tough times.

- If time permits, challenge students to create a newspaper or newspapers.
Sages of the Ages: Stories that Touch and Teach
Howard County Public Schools Sixth Grade Family and Consumer Sciences – Pilot Draft 4/1/04

--The headline will inform the reader of what the class has been studying.
--A lead reporter(s) can create a feature story about the unit the class has been studying including the key components: who, what, why, when, where, how and so what.

--Other reporters can select stories from those collected or told to be included as is or rewritten.

--Other students can create letters to the editor or "op-ed" columns in which they write about what they thought of the class, why they think others ought to participate in a Sages unit, what they learned, etc.

--Some students might want to create comic strips (perhaps modeled after Family Circle, For Better or Worse or other family-focused comics. Others might want to create crossword puzzles of match activities for an activity page.

This newspaper or these newspapers could be "published" electronically and distributed electronically or via print media to parents, other student's teachers, principals, BOE members, etc.  
Note: Can do this project/assessment as an entire class or as subgroups.

**Evaluation:**

Distribute looking glass. Instruct students to look back when they began studying this unit and think about what we did. Then, in 1-10 words, write what they will most remember about the unit on the looking-glass mirror.

Note: Depending on how you have collected the stories, you might direct student attention to those posted, those in an electronic collection, those in a printed booklet.

Teacher Options: This activity can be done using a paper format or orally before the entire class or in small groups or pairs.
At the beginning of the unit, you matched words to happenings and told how you handled the situation. Now that you have learned about how other people handle situations, look again at what you said on your activity sheet. This time, on the additional paper, tell how you might handle the situation differently if it happened to you again.

Note: To collect and match pre and post test responses, have students cut out the future handling form and tape the top on the handling column of their pretest.
Teacher Assessment of Pilot Test of Sages
(Collect in writing or as interviews)

To help us understand the context in which you taught, please tell us:

Number of classes in which the unit was taught _____

Number of class periods and length of periods _____ _____

Number of students participating in the unit _____

To make this unit better for next year's students:

What one thing would you change and why?

What one thing would you keep and why?

What would you add and why?

Would you be willing to teach this unit again and why?

What else do you want us to know about the unit?
Howard County Family Consumer Sciences
Options for Lesson Evaluation and Feedback

A. Using a show of thumbs with:
   Both thumbs up = Great
   One thumb up = Good
   One thumb down = Fair
   Both thumbs down = Poor
   Both thumbs straight out = So-So or I don't know

How do you rate _____________________________________________?
(Fill in the blank with what you want rated like "today's lesson", "today's activity" "the assignment", etc.)

Teacher Option: Can do this feedback exercise with paper and pencil. Distribute and collect forms with thumbs.

B. On a scale of 1 to 10 with ten as tops, how many points would you give the _______________________________ of today's _________________?
   (Insert goal, objective, purpose, and intent)                                    (Lesson, activity, assignment)

Teacher Option 1: This can be an oral assessment between two students who could then report to the class what they thought. It could be posted on a chart or bulletin board with students writing their score beside the topic.

Teacher Option 2: Use rating feedback as an assessment of the unit by listing all the purposes, lessons, activities, assignments and giving students 10 stars/dots, etc. to distribute across the options on a poster with the categories.