
FAMILIES

TOPIC #6: Family Dynamics **TIME PERIOD:** 5-7 days

CORE STANDARD #2: Family: The students will explore the various aspects of family living, including individual and family needs, and personal responsibilities as family members.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will be grouped into classroom families to practice skills that support and facilitate pleasant family relationships through communication, family traditions, organization of living space, sharing, and accepting some personal responsibility for the well-being of other family members.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

- | | |
|--------------|--|
| 20.0001-0201 | Define family-related terms. |
| 20.0001-0202 | Examine a variety of family types. |
| 20.0001-0215 | Define terms related to family communication. |
| 20.0001-0216 | List qualities that support positive family relationships. |
| 20.0001-0217 | Explore the value of multiple viewpoints and/or differing opinions. |
| 20.0001-0218 | Identify techniques for resolving family conflict situations. |
| 20.0001-0203 | Consider reasons for having family traditions. |
| 20.0001-0207 | Assess the positive aspects of sharing with other family members. |
| 20.0001-0206 | Examine the advantages of organization. |
| 20.0001-0442 | Identify careers that help individuals and/or families improve communication skills and resolve conflicts. |

LIFE SKILLS:

- * Lifelong Learning
- * Complex Thinking
- * Effective Communication
- * Collaboration
- * Responsible Citizenship
- * Employability

**RELATED CAREERS:**

Family Counselor
Sciences
Clergy (Ministers)

OCCUPATIONAL CLUSTERS:

Social-Humanitarian; Family and Consumer
Social-Humanitarian; Theological Studies

LIST OF STUDENT ACTIVITIES:

▶ 1. What Is a Family? (Introduction)

▶ 2. Family Types

- ▶ 3. Classroom Families
- Name Tags
 - Family Record Book
 - Family Information Sheet

4. Family Flags

5. Communication Puzzles

▶ 6. "Red Lights" and "Green Lights"
of Communication

SUPPLIES REQUIRED:

Copies of student activity guide (6.26)
for each student
Definition poster (6.28)

Overhead transparency (6.29)
Overhead projector
(7) Posters of family types (6.30-6.36)

Family types for drawing (6.37)
Name tags or materials to make tags
Report binders (one for each family)
Copies of the student activity guide
for each family (6.38)
Copies of the grading sheet (6.39) for
each family

1/4" x 12" dowels (one per family)
3 1/2" x 3 1/2" x 3/4" wood pieces with
hole drilled in center for dowel
(one per family)
7" x 9" pieces of art cloth or heavy
pellon (one per family)
Family flag patterns (6.40)(one per
family)
Felt-tip markers or fabric crayons

Copies of puzzles cut apart and placed
in envelopes (6.41-6.43)
(Motivator)
Copies of observation sheets for each
family (6.44)

Communication posters (6.48-6.61)

**LIST OF STUDENT ACTIVITIES****SUPPLIES REQUIRED:**

◆ 7. Conflict Resolution Methods

A. No-Lose/Win-Win Method

Chalk, chalkboard

or

Overhead transparency (6.62)

Copies of student activity guide (6.63-6.64) for each student

OR

B. Family Council

Copies of "No-Name" Family Council for each family (6.65)

Family Council Concerns (6.67-6.69) copied and cut apart

Copies of student activity guide (6.66) for each student

Copies of student activity guide (6.70) for each family

8. Family Traditions

Definition poster (6.71)

Copies of student activity guides for each student (6.72-6.73)

9. Sharing

Activity directions (6.74) and matching phrases (6.75-6.81)

Copies of "Sharing Questions" (6.82) for each student

10. The Advantages of Organization

Copies of student activity guide (6.84)

Overhead transparencies (6.85-6.86)

◆ 11. Family Links—Topic Summary

Overhead transparency/poster (6.87)

Six (6) or twelve (12) sets of the family links (6.88-6.90)

One set of the six aspects of family responsibilities (6.91-6.93)

Copies of student activity guide (6.94)

12. Identification of Related Careers

Career information (6.95)

Career posters (6.96-6.97)



PROCEDURE

➤ 1. **WHAT IS A FAMILY? (INTRODUCTION)**

Begin this unit by asking the question, "What is a family?" and having the students begin describing and defining the term "family" (page 6.28).

FAMILY: AN INDIVIDUAL OR A GROUP OF PEOPLE BONDED BY MARRIAGE, BLOOD, OR OTHER MEANS WHO HAVE ESTABLISHED A HOUSEHOLD

After a brief discussion, the teacher can lead the students into the above definition of the term. The teacher may need to expand the discussion to cover some of the components of this definition. Have the students complete the WHAT IS A FAMILY student activity guide (page 6.26) as the discussion progresses.

➤ 2. **FAMILY TYPES**

CONCEPT: There are many types of families and they function together in many different ways.

To introduce various types of families, make an overhead transparency of page 6.29, FAMILY TYPES, to use as a guide. Briefly talk about the terms nuclear, traditional, extended, single adults, blended, single parent, and childless couples in relation to types of families. Reinforce the concept of definition of family in each situation. Illustrate the family types using the posters or overhead transparencies on pages 6.30-6.36.

The teacher might identify the various family types he/she has been in during his/her life cycle. For example:

- Was born into a nuclear/traditional family
- Later, because of death or divorce, lived in a single parent family
- Through remarriage of parent, became a member of a blended family
- When a grandparent (or cousin) came to live with them, the family became an extended family
- Went to college, lived in family of single adults
- After college, lived alone and worked (single adult)
- Got married, became a childless couple family
- Had a baby, became a nuclear/traditional family, etc.



3. **CLASSROOM "FAMILIES"**

Divide the class into five or six family groups by drawing names randomly, having students count off, or some other method. Each family unit should have the same number of members or as close as possible; four students per family is ideal.

After the family groups have been established, have each family draw the "Family Type" that they are to be from a small basket or box. (The teacher will need to have the family descriptions (page 6.37) copied, cut apart, and ready for the students to draw.)

Have each family group decide on a "family name" (last name). Then have each family member decide on a new first name and age, and make a name tag to be worn throughout the "Families" unit. The age of each person should also be listed on the name tag.

The family and family member names can be fun names, such as:

- The "Chip" family, with family member names being "Potato Chip," "Corn Chip," "Taco Chip," etc.
- The "Ice Cream" family, with family member names being "Vanilla," "Strawberry Cream," "Raspberry Delight," "Chocolate Swirl," etc.

(The teacher may want to establish that family names must be appropriate for a classroom environment. Off limits are such things as alcoholic beverages, racial or sexual references, Beavis and Butthead, etc.)

NOTE: For the childless couple, divide the family in half and have one half pretend they are the wife and one half pretend they are the husband. Also, the number of children in a family does not have to be limited to the number of students in the group.

Have each family make a "Family Record Book" in which they keep all of their family activities, assignments, budget, etc.

NOTE: Many of the activities in this unit are done as a "family," and many activities build on each other. Therefore, it is helpful for the "families" to have a place to keep their collective efforts. The teacher will need to provide report folders or supplies to make the record books.

Have each family complete questions 1, 2, and 3 of the FAMILY INFORMATION student activity guide (page 6.38) and place it in their "Family Record Book." Also, have each family fill in the top section of the "Family Record Book Grading Sheet" (page 6.39) and place it in the front of their "Family Record Book" as the first sheet.



4. **FAMILY FLAG**

Have each student sketch his/her idea for a "family flag" (on paper), and then have each family group choose what will be on their "family flag," preferably using one item or something from each person's idea. The "family flag" should represent the family name, family members, and any design, logo, or decoration they would like to add. Have each family complete question #5 of the "Family Information" student activity guide (page 6.38) by sketching their family flag in the space provided. Each group should then be given the following supplies to make their "family flag":

Flag pole	(12" length of 1/4" dowel)
Flag pole base	(3 1/2" x 3 1/2" x 3/4" piece of wood)
Fabric for flag	(7" x 9" art cloth or heavy pellon)
Flag pattern	(page 6.40)
Felt-tip markers or fabric crayons	

During the family unit activities, have the students display their family flag on their table. Or, if the teacher prefers, the flags could be hung somewhere in the classroom.

5. **COMMUNICATION PUZZLES (MOTIVATOR)**

Divide the class into their classroom families and have each family select an "observer" who will complete the observation sheet (page 6.44). Give each family one of the puzzles (pages 6.41-6.43) and allow two minutes for them to put the puzzle together. **NO ONE CAN TALK DURING THE EXERCISE!** The family will be disqualified if anyone talks! The goal is to see which group(s) can put the puzzle together without open communication.

The teacher needs to have the puzzles cut apart and placed into separate envelopes to facilitate the management of the activity. It is recommended that each puzzle be copied on a different color to avoid the possibility of mix-ups.

When the groups have finished, have the students identify some of the problems and frustrations they encountered; then have them express their feelings or emotions in the situation. Also discuss the observations made by the group observers about the groups working together.

When the activity is completed, the teacher should explain that this is like a family who tries to live together but never talks to each other. It's very difficult to accomplish anything and build relationships without promoting family communication. Communicating effectively as a family unit is a vital part of successful family life.



‡ 6. **"RED LIGHTS AND GREEN LIGHTS" OF COMMUNICATION**

Using the background information (pages 6.45-6.47) and the communication posters (pages 6.48-6.61), introduce each of the various "Red Light" techniques and then the corresponding "Green Light" techniques. The teacher should have the "Red Light" communication techniques reproduced on red paper and the "Green Light" communication techniques on green paper for maximum effectiveness.

Sometimes families get into a habit of using "Red Light" communication techniques with other family members (page 6.48).

**DEFINITION: "RED LIGHT" COMMUNICATION TECHNIQUES:
BEHAVIORS THAT STOP EFFECTIVE COMMUNICATION
FROM TAKING PLACE.**

The teacher should explain that there are different kinds of "Red Light" communication techniques, and it is easy to fall into the habit of using them.

The teacher should continue to explain to the students that for every "Red Light" communication technique, there is a contrasting "Green Light" communication technique (page 6.49).

**DEFINITION: "GREEN LIGHT" COMMUNICATION TECHNIQUES:
BEHAVIORS THAT ENCOURAGE COMMUNICATION
AND POSITIVE RELATIONSHIPS.**

The use of "Green Light" techniques make life much more pleasant around home.

OPTION: Have the students role play each "Red Light" technique and explain how they feel when someone else uses that type of communication with them. Then have the same students replay the same scene using the "Green Light" techniques and then explain how they feel when someone uses that type of communication with them.

"RED LIGHT" TECHNIQUES

"You" Messages

"Authority" Messages

"Blaming" Messages

"Know-It-All" Messages

"Tuned-Out" Messages

"Put-Down" Messages

"GREEN LIGHT" TECHNIQUES

"I" Messages

"Shared Decisions" Messages

"Shared Blame" Messages

"I Can Learn From You, Too" Messages

"Tuned-In" Messages

"Build-Up" Messages



7. CONFLICT RESOLUTION

There are many ways to resolve family conflict(s). Two of these methods are:

- 1.) The "No-Lose/Win-Win" Method
- 2.) The Family Council

A. The "No-Lose/Win-Win" Method

The teacher needs to briefly discuss with the students the idea that many times there is a "winner" and a "loser" in conflict situations. This often creates hard feelings between family members, and generally, there doesn't really need to be a "winner" and a "loser." Basically, the conflict just needs to be resolved and it can be done with this method.

Present the "No-Lose/Win-Win" method of problem solving to the students by putting the following questions on the chalkboard or using the overhead transparency (page 6.62). Explain that the "No-Lose/Win-Win" method of solving problems is beneficial to everyone involved.

These are the five questions to be answered in the "No-Lose/Win-Win" method of problem solving:

1. What is the problem?
2. What are my feelings about the problem?
3. How do I add to the problem?
4. How do others add to the problem?
5. How or what can we change so that everyone is satisfied?

Review these steps by using the following example:

"Sally and John take turns cleaning up after meals every other day. John cleaned up twice last week for Sally so that she could go to some ball games. This week, John's friends were going to the movie on his night to clean up. Without explaining why, John told Sally that she would have to do the dishes for him that night. She got upset, told him that he always bossed her around, and that she wouldn't do his work. Since it was his turn to clean up, he would have to go to the movie late."

- A. What is the problem?
(Sally doesn't like to be told what to do.)
- B. What are John's feelings?
(He is angry with Sally and is mad that he will be late for the movie.)
- C. How does he add to the problem?
(He doesn't explain what is going on.)



- D. How does Sally add to the problem?
(She won't trade chores with him, even though he traded with her the week before.)
- E. How can they change so everyone is satisfied?
(John could explain why he wants her to do the dishes, and he should ask her to trade rather than telling her. Sally could use an "I" message to explain to John how she feels when he bosses her around. They could both try to think of how they would feel if placed in the other person's situation.)

Have each student complete the student activity guide, THE NO-LOSE/WIN-WIN METHOD, on pages 6.63-6.64.

B. The "Family Council" Method

The family council is an excellent method for families to communicate with each other. It can be an effective way to promote family togetherness. Many decisions can be made. What method you choose, the time, and place are not as important as just getting together to talk and listen.

Many important matters can be brought up and discussed. Planning and organizing are important. Rules should be established and everyone should agree to adhere to the decisions made. Being positive and helping family members feel good about themselves are vital for building family communication and relationships.

Frequently multiple viewpoints and/or differing opinions are expressed about the same issue by different family members. This is simply because different individuals think differently even though they may be from the same family. Differing opinions should not be viewed as a confrontation even though they sometimes seem really strange. Some of the positive aspects (and points for discussion) about differing opinions and/or multiple viewpoints are:

- They are an opportunity for us to develop intellectually
- They can make communication more interesting
- They can help us to understand ourselves better
- They can help us to identify what is important to us
- They can help us understand others better.

Family councils help promote family ties by working together as a family, playing together, sharing good times and bad times, making family dreams come true, and developing a strong love for one another. It is worth giving it a try and seeing if it works for you and your family.



The teacher might remind the students that good communication skills are helpful in making group decisions. It is important to practice our speaking and listening skills so that we can be a better group/family member during decision-making sessions.

Provide each classroom family with a copy of THE NO-NAME FAMILY COUNCIL (page 6.65). Have each family read about how this family council was set up and answer the questions on the "Family Council" student activity guides (pages 6.66-6.70). Then have each family establish their own council rules and practice having a family council using those rules. The teacher should give each family two of the "Family Council Concerns" (pages 6.67-6.69) to discuss in their family council.

8. FAMILY TRADITIONS

CONCEPT: Traditions help build family unity and provide feelings of security. They do not need to be expensive or time consuming, but they must be something meaningful to the entire family.

Begin talking about traditions by asking students to give their first responses to the following items or activities:

homemade bread	homemade cookies
playing in the snow	campfires
beach on a summer day	autumn leaves
hiking in the mountains	a kiss
the smell of flowers	a picnic
grandma/grandpa	mealtime
Fourth of July	Saturday morning
New Year's Day	Christmas

Then discuss how traditions are often simple activities, such as a particular food on a given day or for a particular event (such as rice pudding, homemade bread, popcorn, apples, etc.) It may stimulate interest to have samples of such a food that has been a tradition in your family to share with the class while you explain about personal family traditions. Continue talking about traditions by addressing the following concepts:

- What does the term "tradition" mean? (page 6.71)

TRADITION: AN ESTABLISHED CUSTOM OR PRACTICE

- What makes a tradition?
(Doing the same activity at the same time repeatedly; it should be something meaningful to the entire family.)

TOPIC #6: *Family Dynamics*

Teacher Information



- How do traditions develop? Where do ideas come from?
(The family's native culture, friends or neighbors, grandparents, or other family members)
- Who is responsible for developing and following through with traditions?
(Can be parents, children, grandparents, or other family members; e.g., can be any family member or combination of members)
- Who should be included in family traditions?
(Both the parents and the children or other family members)
- How much should family traditions cost?
(They don't always need to cost any money, but some activities do cost money.)
- How can they be maintained?
(It is easier to maintain family traditions if parents and children make plans for the activity together and the family group participates in the activity.)
- How can traditions help develop family unity and provide feelings of security?
(Doing things together, interacting with each other, sense of achievement, predictability, provide source of memories, etc.)

Working in family groups and using the student activity guides, *OUR FAMILY TRADITIONS* and/or *CELEBRATIONS AND TRADITIONS*, (pages 6.72-6.73), have the students in the family groups share traditions in which their own families participate, including birthdays, and let each student record them on his/her paper. Then have the family groups decide on a tradition for their family group and complete the corresponding section of page 6.72. If time allows, have the students prepare to share the family tradition with the class in the form of a pantomime.

SUMMARY: There are many different kinds of family structures that function together as a unit. Family activities help family relationships grow and contribute to family pride and unity.



9. **"SHARING"**

The students will read the "Sharing Directions" (page 6.74) and complete the activity by matching the beginnings and endings of the phrases provided on the activity aids. The matching phrases (pages 6.75-6.81) are:

A SIBLING IS:	A BROTHER OR SISTER
COMPROMISE MEANS:	EACH PERSON GIVING IN SOME TO ARRIVE AT A SOLUTION
RESPECT MEANS:	TREATING THE OTHER PERSON (OR THEIR POSSESSIONS) AS YOU WOULD LIKE TO BE TREATED
ENCOURAGEMENT MEANS:	USING POSITIVE STATEMENTS TO MAKE OTHERS FEEL GOOD ABOUT THEMSELVES
SHARING MEANS:	TO PARTICIPATE IN, USE, OR EXPERIENCE SOMETHING WITH ANOTHER PERSON
SHARING REQUIRES:	TWO OR MORE PEOPLE
TO SHARE, THERE MUST BE:	A GIVER AND A RECEIVER

Then the students can complete the "Sharing Questions" on their student activity guide (page 6.82).

NOTE: The teacher needs to have the matching phrases reproduced and laminated ready for use.

10. **THE ADVANTAGES OF ORGANIZATION**

Read the story on page 6.83 to the students and have the students listen to determine what the problems were and how they could have been avoided. Using overhead transparencies of pages 6.84 and 6.85, introduce the students to the advantages of organization both individually and as a family. Begin by asking the students if anyone at their house has ever had to look for the scissors (or some other item commonly used by all family members). Ask the students how many people became involved in the hunt? For how long? This will lead to the point that lack of organization causes unneeded frustration and a lot of wasted time. Discuss the advantages of organization listed on page 6.84 and have the students complete the student activity guide, THE ADVANTAGES OF ORGANIZATION (page 6.86), by writing an advantage in each section of the page. See if the students can think of other advantages to add.

Then discuss some of the basic ways to get things organized and eliminate clutter in the home as listed on page 6.85. Again, see if the students can think of other ways to organize for efficiency and lack of confusion.



11. FAMILY LINKS - TOPIC SUMMARY

CONCEPT: All family members are responsible to other family members in many aspects, such as: 1) sharing, 2) helping, 3) encouraging, 4) cooperating, 5) respecting, and 6) compromising. While everyone has rights as individuals and family members, they also have responsibilities as individuals and family members.

NOTE: To do this activity, the teacher needs to have the signs of the six aspects of responsibility as a family member (pages 6.91-6.93) copied, laminated, and ready to hang around the students' necks. The teacher also needs to have either six (6) or twelve (12) sets of the family links (pages 6.88-6.90) copied, laminated, and ready to use, depending upon whether the six students have one (1) or two (2) sets each to work with. (It is suggested each type of link be copied on a different color paper.)

The teacher will call six students to the front of the classroom and give each student one of the six aspects signs (pages 6.91-6.93) to hang around his/her neck. Then the teacher will give each student one (or two) sets of the family links to use.

Begin the activity by explaining to the class that as individuals, we are also family members, and that as family members, we have some responsibilities to each other. For example, parents have some responsibilities to children (siblings), children have some responsibilities to parents, siblings have some responsibilities to other siblings, etc.

Explain that families are like chains—they must link together in lots of ways to make a strong family, and that each of the six students has three kinds of links:

- 1) "parent" link(s)
- 2) "sibling" link(s)
- 3) "self" link(s)

Starting with the first student (for example, sharing), have the student arrange the links to depict which family members are responsible for sharing with which family members. After the student has connected the links together, ask the student to explain why he/she has connected them together in that order or configuration.

Continue the process until each of the six students has been addressed. Then, beginning with the first student, direct the thought pattern through the use of questions to lead the students to see that the links of responsibility make a circle, and that each type of family member does have responsibility to the other types in each of the six aspects.



Continue the thought process so that the students understand the strength and unity that comes from each type of family member carrying out their responsibilities to the other family members, etc.

To conclude, the teacher could have a poster or overhead transparency of the diagram on page 6.87 ready to illustrate the family responsibility cycle (links):

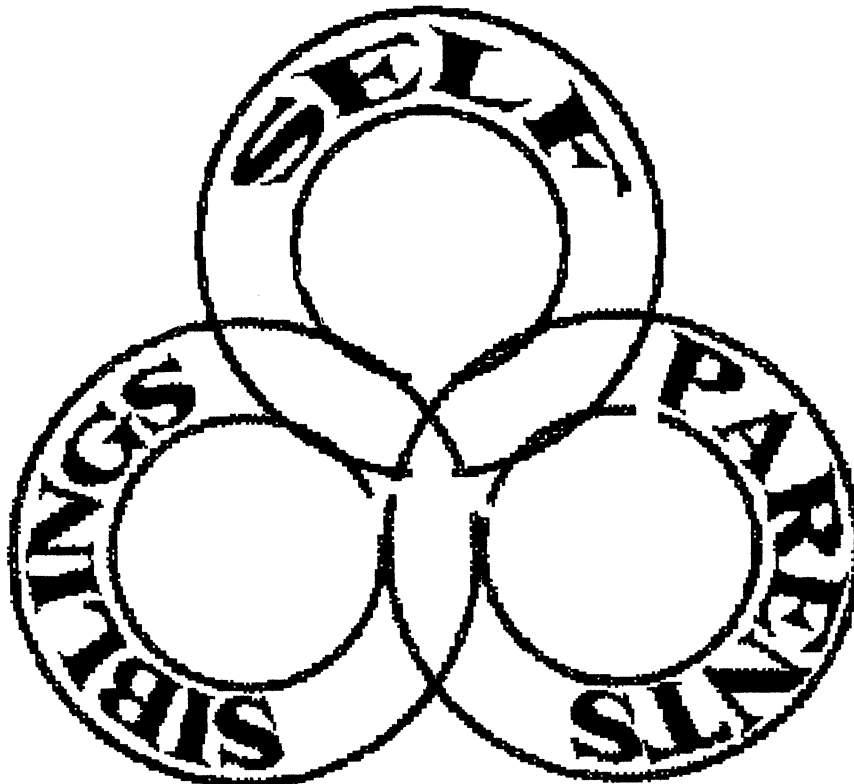
- 1) Siblings have responsibilities to parents, self, and other siblings.
- 2) Parents have responsibilities to siblings, partner (each other), and to self.
- 3) Self has responsibilities to siblings, parents, and to self.

The students can then complete the "Family Links" student activity guide (page 6.94).

For additional reinforcement of the family linkage concept, have the patterns provided on pages 6.88 through 6.90 enlarged so they are approximately one foot or more in diameter and display them on a bulletin board in the classroom.

12. IDENTIFICATION OF RELATED CAREERS

Using the career information provided (page 6.95) and the career posters (pages 6.96-6.97), introduce the careers related to family relationships and communication.



**CORE TEST QUESTION BANK****UNIT: FAMILIES****TOPIC #6: FAMILY DYNAMICS****20.0001-0201 Define family-related terms.**

1. A "family" is an individual or a group of people bonded by marriage, blood, or other means who have established a household.
 - a.* True
 - b. False

2. The term "sibling" refers to:
 - a.* One of your brothers or sisters
 - b. One of your parents
 - c. One of your aunts or uncles
 - d. One of your grandparents

3. The term "compromise" means:
 - a. Getting your own way
 - b. Someone else getting his/her own way
 - c.* Each person giving in some to arrive at a solution
 - d. Not being able to solve a problem

4. The term "respect" means:
 - a.* Treating the other person as you would like to be treated
 - b. Giving up your privacy
 - c. Trying to get your own way
 - d. Letting someone else have his/her own way

5. The term "encouragement" means:
 - a. To follow the leader
 - b. Each person gives up a little so there is no winner or loser
 - c. Letting someone else have his/her own way
 - d.* Using positive statements to make others feel good about themselves



TEST QUESTIONS

20.0001-0202 Examine a variety of family types.

1. Match the family types on the left with the descriptions on the right by putting the letter of the term in the space before the definition.
- | | | | |
|----|------------------------|-------|---|
| a. | Nuclear/Traditional | __b__ | Mother, father, grandparent or other relative, and children |
| b. | Extended Family | __e__ | One parent and children |
| c. | Single Adult(s) Family | __f__ | Husband and wife, no children |
| d. | Blended Family | __c__ | Single adult(s) living alone or together |
| e. | Single Parent Family | __d__ | Remarried parent(s) with children |
| f. | Childless Couple | __a__ | Mother, father, and children |

20.0001-0215 Define terms related to family communication.

1. Match the terms on the left with the descriptions on the right by putting the letter of the term in the space before the definition.
- | | | | |
|----|---------------------|-------|---|
| a. | "You" Message | __e__ | When each person gives in some to arrive at a solution |
| b. | "I" Message | __b__ | When the speaker takes responsibility for his/her feelings in his/her message |
| c. | Positive Statements | __d__ | Treating the other person as you would like to be treated |
| d. | Respect | __a__ | When the speaker places blame on another person in his/her message |
| e. | Compromise | __c__ | A statement that encourages a person by making him/her feel good about the things he/she does or says |



TEST QUESTIONS

20.0001-0216 *List qualities that support positive family relationships.*

1. Check each item listed below that is a quality that supports positive family relationships. (There are four (4) correct answers.)
 - a. Willingness to compromise and accept each other's differences
 - b. Make rude comments to each other
 - c. Willingness to help each other
 - d. Each person does his/her share of the work
 - e. Must have their own way all the time
 - f. Using a lot of "I" messages

2. Check each item listed below that a person could do to contribute to a positive, strong, healthy family. (There are three (3) correct answers.)
 - a. Pout when you don't get your way
 - b. Do your fair share and a little more
 - c. Use a pleasant tone of voice
 - d. Fight with your brothers and sisters over every little thing
 - e. Criticize your parents for the things they do that you don't like
 - f. Be quiet sometimes when you would rather say something sarcastic

20.0001-0217 *Explore the value of multiple viewpoints and/or differing opinions.*

1. Opinions or viewpoints that are different from ours:
 - a. Are usually pretty stupid
 - b. Aren't really worth listening to
 - c. Can help us to develop intellectually
 - d. Sometimes seem really strange
 - e.* Answers "c" and "d" are both correct

2. Opinions or viewpoints that are different from the most popular ones can:
 - a. Make communication easier
 - b.* Make communication more interesting
 - c. Make communication less interesting
 - d. All of these answers are right

3. Opinions or viewpoints that are different from ours:
 - a. Can help us to understand ourselves better
 - b. Can help us to identify what is important to us
 - c. Can help us understand others better
 - d.* All of these answers are right



TEST QUESTIONS

20.0001-0218 Identify techniques for resolving family conflict situations.

1. There are _____ perfect families in the world.
 - a. Many
 - b. Some
 - c.* No
 - d. A few

2. _____ families have some problems to deal with.
 - a.* All
 - b. Most
 - c. Some
 - d. Few

3. It is _____ for families to have disagreements.
 - a.* Normal and healthy
 - b. Not normal
 - c. Unhealthy
 - d. Dumb

4. During times of conflict, some behaviors increase the conflict while other behaviors can reduce the conflict. Check each behavior that would probably increase the conflict. (There are four (4) correct answers.)
 - ___ a. Accept some blame for the problem
 - ___* b. Avoid telling the whole truth about what happened
 - ___* c. Call the other person a bad name
 - ___ d. Forget the problem once it has been settled
 - ___* e. Agree to the solution, but don't do it because you think it's stupid
 - ___* f. Let your actions show everyone you are angry

5. "I" messages are a _____ way of solving conflicts.
 - a. Negative
 - b.* Positive

6. "You" messages are a _____ way of solving conflicts.
 - a.* Negative
 - b. Positive



TEST QUESTIONS

7. When a family has a problem, there are several things that must be determined before the conflict can be resolved. These steps are not listed in the correct order. Number them from 1 to 5 in the order they should be done.
- 2 What are my feelings about the problem?
 4 How do others add to the problem?
 3 How do I add to the problem?
 1 What is the problem?
 5 How and what can we change so that everyone is satisfied?
8. When you use the "No-Lose" method of problem solving:
- Someone wins and someone loses
 - No one wins and no one loses
 - * Everyone wins and no one loses
 - No one wins and everyone loses
9. The "No-Lose/Win-Win" method of problem solving considers five different things. Check the five things considered in this method.
- Who should win and who should lose
 - * What is the problem?
 - * What are your feelings about the problem?
 - Who should be punished?
 - * How do you add to the problem?
 - How do the neighbors solve problems like this?
 - * How do others add to the problem
 - * How can the problem be solved so that everyone is satisfied?
 - How can the problem be solved so that I'm happy?
10. The "No-Lose/Win-Win" method of problem solving can be used when you have problems:
- With other family members
 - With someone at school or work
 - With a friend
 - * In any of the above situations
11. "Red Light" communication techniques:
- Strengthen communication and relationships
 - * Weaken communication and relationships
12. "Green Light" communication techniques:
- * Strengthen communication and relationships
 - Weaken communication and relationships

**TEST QUESTIONS**

13. "Authority" messages are when:
 - a.* One person makes a decision
 - b. A decision is shared
 - c. A group makes a decision

14. "Blaming" messages are used when:
 - a. A person is willing to accept the blame
 - b. A person is willing to share the blame
 - c.* A person is not willing to take any blame

15. "Know-It-All" messages make the speaker feel:
 - a. Like the listener is interested in what's being said
 - b.* Like what he/she has to say isn't very important

16. "Tuned-Out" messages tell the speaker that:
 - a.* The listener isn't really listening
 - b. The listener is listening carefully

17. "Put-Down" messages:
 - a. Help to build someone else's self-concept
 - b.* Help to tear down someone else's self-concept

18. A "Tuned-In" message lets the speaker know that:
 - a. The listener doesn't really care what is being said
 - b.* The listener cares a lot about what is being said

20.0001-0203 Consider reasons for having family traditions.

1. A good reason to have family traditions is:
 - a.* To build family unity and a sense of security
 - b. Because everyone else does
 - c. They cost a lot of money
 - d. To keep everyone from watching television

2. The responsibility for establishing family traditions can be carried out by:
 - a. The children
 - b. The parents
 - c. The grandparents
 - d.* Any of the above

3. Ideas for family traditions might come from:
 - a. The family's native culture
 - b. Friends or neighbors
 - c. The grandparents
 - d.* Any of the above

**TEST QUESTIONS**

4. Family tradition activities usually include:
 - a. Only the children
 - b. Only the parents
 - c.* Both the parents and the children

5. Family traditions help to develop family unity because:
 - a.* All or most of the family members do something together on a regular basis
 - b. Each family member does something different every year
 - c. Half of the family does one thing, and the other half does something else and they meet afterward

6. Meaningful family traditions:
 - a. Should cost a lot of money
 - b.* Do not need to cost any money
 - c. Need to cost a little money
 - d. Both b and c answers are correct

7. It is easier to maintain family traditions if:
 - a. Parents and children make plans for the activity
 - b. The whole family participates in the activity
 - c.* Both "a" and "b" happen
 - d. Neither "a" nor "b" happen

8. Family traditions should be:
 - a.* Something meaningful to the entire family
 - b. Meaningful only to the parents
 - c. Meaningful only to the children
 - d. Meaningful to the neighbors

9. A tradition is an established custom or practice.
 - a.* True
 - b. False

20.0001-0207 Assess the positive aspects of sharing with other family members.

1. When sharing a room with another family member:
 - a.* It is very important to respect the other person's privacy and possessions
 - b. Everything in the room should be shared with the other person
 - c. It's okay to borrow the other person's clothes if you tell them later

**TEST QUESTIONS**

2. "Sharing" is:
- * An important part of being a family member
 - Not an important part of being a family member
 - Something only the kids need to do
 - Something only the parents need to do
3. Allison is 13 years old. Allison and her mother have lived in a two-bedroom apartment since her parents were divorced five years ago. Her mother is getting ready to marry a man who has a 19-year-old son, Paul, and a 12-year-old daughter, Amanda. The blended family will move into a three-bedroom house and Allison and Amanda will have to share a room.
- 3A. One of the first things Allison and Amanda should do is:
- Divide the room in half and put a screen or curtain between them
 - * Make a list of items they are willing to share and establish some ground rules for sharing them
 - See who can take up the most space
 - Fight to see who gets the bed by the window
- 3B. Allison and Amanda will also need to:
- Buy some locks to put on their drawers
 - Be sure that everything from both of their previous bedrooms is in this one
 - * Be sure that each one has some personal space of her own
 - Be sure there is some way they can't see each other
- 3C. Regarding the way the room will be decorated, it would be best if:
- Allison made the decisions with her mother
 - Amanda made the decisions with her father
 - The mother made the decisions for the girls
 - * Both girls made the decisions together with the parents' approval
- 3D. Probably the room decor should be:
- Exactly the way Allison wants it
 - Exactly the way Amanda wants it
 - * A combination of the way Allison and Amanda want it with the parents' approval
 - The way the mother thinks is best
- 3E. At first Amanda and Allison might:
- Feel like their personal space is being invaded
 - Feel a little cramped
 - Enjoy having the company of someone else
 - Treat each other like guests
 - * Any of the above answers could be true

**TEST QUESTIONS**

- 3F. Amanda and Allison will probably soon realize that:
- Since Allison is the oldest she should get her way
 - Since Amanda is the youngest she should get her way
 - * Things work out best when each is willing to compromise
 - They always have their parents to settle the differences for them
- 3G. Amanda and Allison can:
- Learn a lot about themselves in this situation
 - Learn a lot about each other in this situation
 - Learn a lot about sharing and living together
 - * All of these answers are correct
- 3H. Some basic things Amanda and Allison need to expect are:
- They won't do everything exactly the same way
 - They will have the same type of personality
 - They won't agree on everything
 - * Both "a" and "c" answers are correct
- 3I. If Amanda and Allison are both unselfish and open-minded, they:
- * Could become friends
 - Could become bitter enemies
 - Could act like the other one didn't exist
 - Could spend a lot of time resenting each other
- 3J. In a new relationship like this, both Amanda and Allison have the opportunity to get to know someone that they might not have if they didn't share a room.
- * True
 - False
- 3K. Just like other family relationships, Amanda and Allison need to:
- Consider their own personal needs first
 - Try to get each other in trouble
 - * Show respect for each other and each other's possessions
 - Try to get their own way
4. To participate in, use, or experience something with another person is known as:
- Caring
 - * Sharing
 - Sibling rivalry
 - Being selfish
5. The person who offers to share with someone else would be called the:
- Receiver
 - * Giver



TEST QUESTIONS

6. The act of sharing requires:
- Only one person
 - * Two or more people
 - Five or more people
 - Ten or more people
7. The term "sharing" means":
- * To give or receive a part of something
 - To give a part of something
 - To receive a part of something
8. The person who accepts another person's offer to share would be called the:
- * Receiver
 - Giver

20.0001-0206 Examine the advantages of organization.

1. Place a check by each item that is an advantage of being organized. (There are four (4) correct answers.)
- * a. You don't have to waste time hunting for things
 - * b. Your possessions are less likely to be lost or damaged
 - c. It makes getting dressed more difficult
 - * d. You feel more at ease and settled in your space
 - e. It takes too much time
 - * f. Your room looks better and you enjoy it more
2. Place a check by each item that describes a way to help get things organized and eliminate clutter. (There are four (4) correct answers.)
- * a. Store all of your socks together in the same drawer
 - * b. Get rid of clothes you've outgrown or no longer wear
 - * c. Store papers, small objects, or hobby items together
 - d. Store everything you can in your brother's or sister's bedroom
 - e. Put your dirty clothes in a pile on the floor until laundry day
 - * f. Keep your bed made and your clothes put away

**TEST QUESTIONS**

20.0001-0442 *Identify careers that help individuals and/or families improve communication skills and families resolve conflicts.*

1. Two careers that help individuals and/or families improve communication skills are:
 - a. Cashiers and bank tellers
 - b.* Family counselors and clergy (ministers)
 - c. Truck drivers and bus drivers
 - d. Computer operators and computer programmers

2. Individuals involved in these two careers also help families to resolve conflicts.
 - a.* True
 - b. False

