

# Lesson – Using YouTube to Create Multimedia FACS Lessons



## Lesson Overview

*In this lesson, participants will be introduced to various ways to use YouTube videos to make existing lessons more visually engaging.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to wear YouTube videos into lessons as a way to engage students
- Understand how students can use YouTube to extend learning beyond the classroom

## Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> <li>• YouTube clips on parenting styles</li> </ul>	<ol style="list-style-type: none"> <li>1. Make sure you can access the Internet and ascertain if you can access YouTube</li> <li>2. Prepare your Parenting Styles playlist</li> </ol>	15 minutes
LEARN	<ul style="list-style-type: none"> <li>• <i>Parenting Styles Outcomes</i> handout (one per pair)</li> <li>• <i>Nurturing Parent Styles</i> handout (one per pair)</li> <li>• Tape</li> <li>• Scissors</li> </ul>	<ol style="list-style-type: none"> <li>1. Print/photocopy the <i>Parenting Styles Outcomes</i>– one for each pair</li> <li>2. Print/photocopy the <i>Nurturing Parent Styles</i> – one for each pair</li> </ol>	20 minutes
REVIEW	<ul style="list-style-type: none"> <li>• Access to video camera of phone/tablet with video capabilities</li> <li>• <i>Natural vs. Logical Consequences</i> handout</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Natural vs. Logical Consequences</i> handout – one for each student</li> <li>2. Practice uploading videos to YouTube so you are prepared</li> </ol>	15 minutes

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## FOCUS: Creating a Playlist on Your YouTube Channel

15 minutes

### Purpose:

The students in our classrooms today are visual learners. They are used to TV, social media, cell phones with video capabilities, gaming technology and more. Tap into the power of video technology to make your lessons more engaging. One way to do this is to use YouTube. You can find video clips to augment your lesson content making them exciting and new. Video clips can bring new viewpoints, spark discussions and inform. We are going to use Lesson 9 *Parenting Styles* from the Parenting curriculum as example for enhancing an existing lesson with YouTube.

### Materials:

- YouTube clips on parenting styles

### Facilitation Steps:

1. Begin by setting up a Google account. You will need to be able to log into Google which will get you into YouTube.
2. Go to YouTube at [www.youtube.com](http://www.youtube.com). Click on “Sign in” in the upper right hand corner.
3. It will ask for your Google password. Enter this and you will now be taken into YouTube. You will notice in the upper left hand corner there is a button called “My Channel.” Click on it.
4. This will take you through a series of questions to set up your YouTube Channel. Answer the questions and it will take you to your YouTube channel home page.
5. For our lesson we are going to create a “Playlist” called Parenting Styles. Do a keyword search for ‘parenting styles.’ A list of videos relating to these key words will appear.
6. Click on various videos that you want to preview. When you find videos that you would like to potentially play for your class when teaching the less on parenting styles, add it to your “Playlist.”
7. You create a playlist by clicking on a “+” sign that says “Add to.” You will get a pop up box that gives you the ability to enter the name of a new playlist you’d like to create. Or you can add it to existing playlists that you have created. The first time you create a playlist, after you have entered the name of the playlist, it will say “create new.” Choose your privacy setting and click on ‘create.’
8. Now continue to keyword search “parenting styles” to find additional videos that you can add to that play list. Choose at least 4 that you can add to the playlist.
9. In Lesson 9 *Parenting Styles*, the focus activity is a parenting styles self-quiz with a slide presentation and discussion that outlines the 4 different parenting styles. Instead of doing that activity, we are going to play one of the parenting styles videos from our playlist.
10. Make sure that the video clip you play from your play list includes information on the various parenting styles covered in this lesson: positive, dominating, permissive, and unengaged. Choose the video and click on the link to play it.

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## LEARN: Parenting Styles Outcomes

20 minutes

### Purpose:

Students learn about the effect the four different parenting styles have on a child.

### Materials:

- *Parenting Styles Outcomes* handout
- *Nurturing Parent Skills* handout
- Scissors
- Tape

### Facilitation Steps:

1. Have students get into pairs.
2. Hand out the *Parenting Styles Outcomes* and *Nurturing Parent Skills* worksheets, scissors and tape to each pair.
3. Give pairs 15 minutes to complete the activity.
4. Display the chart on a whiteboard and go through each outcome, having students tell you which quadrant they go into. Discuss as a group and come to consensus on each.

### Extension Activities:

You can use YouTube for many applications. Here are a few suggestions for use in other FACS classes.

**Child Development:** Develop a test review video on the stages of fetal development. Allow students to access the review video prior to a quiz.

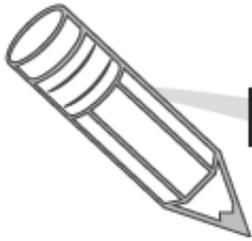
**Culinary:** Create a playlist of video clips showcasing culinary careers. This could be used to jump start a discussion on possible occupations relating to culinary and nutrition.

**Interior Design:** Post an interior design challenge video online for students to watch and have to solve. You could videotape a space they need to decorate or room that they need to do a layout for. You could even include examples of other interior designs or layouts that are good illustrations of what you are looking for.

**Apparel Design and Construction:** Allow students to create a videotaped fashion show modeling or showcasing completed sewing projects from class.

**Budgeting and Financial Literacy:** Start a lesson with ‘video biography.’ Create a short bio or script that includes a life scenario where the person is assigned a job, a salary, a city where they live and a ‘family’ status (married/single with children etc). Students need to watch the video biography at the beginning of the lesson and create a monthly ‘budget’ based on the scenario.





# Parenting Styles Outcomes

Directions; The following are outcomes for children that tend to occur when parents use different parenting styles. With a partner, cut out the outcomes and paste them into the correct parenting style box on the Nurturing Parent Skills worksheet.

**High self-esteem and confidence**

**Low self-esteem and confidence**

**High self-esteem and confidence**

**Low self-esteem and confidence**

**High levels of anxiety and depression**

**Low levels of anxiety and depression**

**High levels of anxiety and depression**

**Low levels of anxiety and depression**

**Generally high on social competence (empathy, emotional control, communication, conflict management)**

**High on social competence (empathy, emotional control, communication, conflict management)**

**A lot of problem behavior**

**Low on social competence (empathy, emotional control, communication, conflict management)**

**Low on social competence (empathy, emotional control, communication, conflict management)**

**High on respect and responsibility**

**Very low on respect and responsibility**

**Moderate on respect and responsibility**

**Low on respect and responsibility**

**Poor academic performance**

**Average academic performance**

**Underachieve academically**

**Good academic performance**

**Little problem behavior**

**Little problem behavior (except in accepting authority)**



# Nurturing Parent Skills

Parenting — Lesson Nine  
*Parenting Styles*

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

**Positive**  
**(Authoritative, Democratic)**

**Dominating**  
**(Authoritarian)**

**Permissive**  
**(Indulgent)**

**Unengaged**  
**(Neglectful)**

# Lesson – Using YouTube to Create Multimedia FACS Lessons

## REVIEW: Natural vs. Logical Consequences

**30 minutes**

### **Purpose:**

Students learn about the difference between natural and logical consequences and consider each of them for a variety of scenarios. Students will work in groups and create their own original video clips to post on YouTube.

### **Materials:**

- Access to video camera of phone/tablet with video capabilities
- *Natural vs. Logical Consequences* handout

### **Facilitation Steps:**

1. Have students get into pairs.
2. Hand out the *Natural vs. Logical Consequences* worksheet to each pair.
3. Give students 5 minutes to choose a scenario, identify a natural and a logical consequence.
4. Give students 10 more minutes to practice acting it out. When they are ready, they should call the instructor over for videotaping each consequence.
5. Upload the video clips of each group to your YouTube Channel. You could create a playlist called “Natural vs. Logical Consequences” and save them all in that place.

**Instructor note:** If you do not know how to upload videos to YouTube, there are many online tutorials you can find if you search. When you go to your YouTube Channel, there is an “upload” button in

the upper right-hand corner. When you click on that it gives you the option to drag and drop files or select files to upload. If you have saved your video clips to your desktop, this may be a quick way to upload them. Practice doing this prior to class so you feel comfortable with the process.

6. Reconvene as a large group and show the Natural and Logical Consequences video clips. Discuss students’ answers to see if they are truly natural and logical.

### **Instructor Background Information:**

Limit setting is crucial for child development. Children are initially upset when parents cannot say yes to every request. However, setting limits allows a child to grow a sense of reserve which is necessary for safety, social acceptance, and healthy living. Human desire is for instant gratification, yet if we always gave into this desire we would have long-term dissatisfaction. A few results of living without ever saying “no” (to ourselves and others) are obesity, poverty, limited education, violence, increased stress and many more undesirable consequences. Parents that want only to please their children want to gain the love of the child by always saying “yes.” What these parents don’t realize is that they are hurting their child in the long run and the child will likely realize this as an adult, who will eventually have to learn to say “no” to themselves, and live with the consequences. This could cause a real relationship breakdown at a much later age. Parents need support for when they have to say “no” to a child, and they need to do it in a way that conveys the message that the child is still loved and respected.





# Natural vs. Logical Consequences

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Natural Consequences:

- Allows child to learn from natural order of the world
- Parent allows unpleasant, but natural, consequences to happen when child misbehaves
- Example:
  - A child refuses to eat dinner so child is hungry later.

## Logical Consequences:

- Arranged by the parent
- Consequences fit the misbehavior, hopefully teaching responsibility for that particular action
- Example:
  - A brother and sister won't stop fighting over a toy so both children have a 15-minute "time out" and get their toy taken away for a period of time.

## **Scenarios:**

1. Jenny leaves her scooter in the driveway.
2. Jake checks out a library book and loses it.
3. Traci stays out past her agreed upon curfew.
4. Michael is late for work because he played videogames too long.
5. Kia doesn't pay attention to her toddler – aged sister she is babysitting and the toddler leaves the house.
6. Trevor oversleeps because he stayed up late for a movie marathon.