

## UNIT 1

### MANAGING WORK AND FAMILY LIFE

#### Practical Problem:

How do I determine which strategies should be used to balance both work and family life to improve or maintain nutrition and wellness practices for me and my family?

#### Missouri Family and Consumer Sciences Competencies:

(PS/A-1) Define practical problems families and individuals face in everyday work and family life.

(PS/A-2) Identify the types of practical problems families and individuals frequently face.

(PS/A-3) Apply individual values and goals to decision-making.

#### Enabling Objectives for Competency Mastery:

1. Describe demands families face in managing work.
2. Describe demands individuals face in managing family life.
3. Compare the characteristics of technical problems, theoretical problems, and practical problems.
4. Define value system.
5. Explain how values influence decision-making.
6. Use planning and goal-setting strategies.

### Teacher Background Information

#### Rationale

Balancing the demands of work and family life challenges students to understand and apply various resource management techniques. Students must be able to explain how time, money, and human ability can be managed to achieve goals. They also need to understand how to set realistic goals and make a plan to achieve those goals. Achieving balance takes more than management skills alone. Balance provides an internal sense of control and confidence. Personal values and goals must be added to management skills to create balance. A person may manage his or her time and money very well and not be happy with the life they are living.

#### Background

Busy lifestyles, financial constraints, and lack of knowledge about nutrition all contribute to poor eating habits for many Americans. Fortunately, habits can be changed.

Balancing work and family life requires skill in management. By learning important management strategies students will be better prepared to make decisions about eating habits, food choices, and wellness goals. Wellness includes physical health,

mental/emotional health, and social well-being. The roles of employee and family member often overlap or collide. This can be a great source of stress on the individuals involved. The first step toward achieving balance is setting realistic goals. Goals allow individuals to focus their time, energy, money, and other important resources toward reaching the goal. The next step is to set priorities for reaching the goals. Which goals must come first, or which goals require attention every day? Establishing priorities will help determine what actions are needed first, or next.

Students need to understand the different types of problems that they must manage in their daily life. Practical problems are complex, often important information is lacking. Values influence the decisions made regarding practical problems. "How can I improve my physical strength" is a practical problem that may have more than one right answer.

In contrast, management problems relate more to getting something done. "What should I do to provide a healthful meal for my family?" is a management problem that can be worked through rather quickly.

A third type of problem is a scientific problem that involves trial and error to find a solution. All three types of problems play a role in balancing the demands we face in life. There are strategies that can be used to work through each type of problem. The skill and confidence that comes with being able to manage in many situations will help students become better critical thinkers.

This unit will prepare students for additional management skills used later in the course. Be sure that students are comfortable with these management strategies before moving on to the next unit.

## References:

- Duyff, R. L. (2000). *Nutrition & wellness*. Peoria, IL: Glencoe/McGraw-Hill.
- Eubanks, E., Sasse, C. R., & Glosson, L. R. (2000). Balancing your life. In *Shaping your future* (pp. 66-79). Peoria, IL: Glencoe/McGraw-Hill.
- Storrer, I. (1996, March). *Personal and family wellness*. Topeka, KS: Kansas State Board of Education.

## Instructional Strategies

1. **Describe demands families face in managing work. (Competencies PS/A-1, PS/A-2)**
  - a. Hand out copies of the case studies (Case Study Fact Sheet) in this unit. Work individually on all case studies, or group students to work cooperatively with one case study assigned per group. After the students have had time to read the information, use a Venn diagram to list all of the demands each family must balance. Divide the diagram into Work Demands and Family Demands.

### **Questions for Discussion/Formative Assessment**

- *Are there times when work demands and family demands overlap?*
- *How can all of these demands be managed so that everything gets done?*
- *How do a person's values influence the choices that person makes to balance work and family demands?*
- *What is likely to happen to a person who cannot balance these demands?*
- *What can happen when the members of the family disagree about how to balance work and family? Give some examples.*

## **2. Describe demands individuals face in managing family life. (Competency PS/A-1)**

- a. Form a circle. Using three different colored, lightweight balls, throw one ball around the circle at least five times. At each stop, the individual name's one responsibility she or he has at home each day. Repeat throwing one ball at least two more times. Now, add a second ball to represent family responsibilities. Throw only the second ball around a couple of times, with everyone naming a family responsibility they have each day. Now throw both balls together. After the balls have gone around a couple of times, add the third ball to represent work responsibilities students may face. (For students, work responsibilities may include a part-time job, school responsibilities, or volunteer commitments.)

### **Questions for Discussion/Formative Assessment**

- *How difficult was it to juggle one ball at the beginning of this activity?*
- *Did it become more difficult when we added the additional balls? Why?*
- *How is this game like real life when individuals have to balance three types of demands at one time? Do we sometimes "drop the ball" on one of our responsibilities?*
- *Who sometimes suffers when we don't juggle all of the balls well?*
- *How can this juggling act affect our health?*

- b. Discuss the definition of Resources relative to management using a "Chalk Talk" (writing the key information on the board). Resources can be anything used to achieve goals. Some resources cost money or must be provided. Other resources exist for anyone to use. Describe Personal Resources such as knowledge, talent, skills, time, and commitment. Give examples of how each resource can be used to solve a problem or manage in a situation. Next discuss Natural Resources such as air, water, electricity or fuel, plants, land, and wind which can be used to manage in some situations. Talk with students about Material Resources such as money, equipment, supplies, medicine, or technology. Lastly, discuss Community Resources such as government, media, parks, libraries, law enforcement, museums, businesses, schools, or service organizations. With the information about each type of resource showing on the board, complete Activity Sheet #1: **Managing My**

**Resources.** After finishing the activity, discuss which type of resources were related to each situation.

**3. Compare the characteristics of technical problems, management problems, and practical problems. (Competency PS/A-2)**

- a. Use Fact Sheet #2: **Problems, Problems, Problems** to compare and contrast the different types of problems you are familiar with, and the different characteristics of each type of problem. Make a list of different types of problems that these strategies could help with.

**Questions for Discussion/Formative Assessment**

- *Which strategy might you use to decide what to do about hosting a teacher appreciation reception? (Management)*
- *Which strategy might you use to decide what to do after you complete high school? (Practical)*
- *Which strategy might you use to decide what to do about improving your health and fitness level? (Practical)*
- *Which strategy might you use to decide what to do about removing grass stains from your new pair of jeans? (Scientific)*

- b. Discuss the FCCLA Planning Process. A copy of the FCCLA Planning Process is included in this unit. Of the three types of problem-solving strategies discussed earlier, which type is the FCCLA Planning Process like?
- c. It takes 'good thinking' to determine values, set goals, and prioritize actions to reach goals. Use Fact Sheet #3: **Characteristics of Good Thinkers** to examine the specific behaviors required to make good decisions for practical problems.

**4. Define value system. (Competencies PS/A-1, PS/A-3)**

- a. Use Activity Sheet #2: **Developing a Value System Student** to help recognize various types of values and reflect on how those values develop within an individual.

**Questions for Discussion/Formative Assessment**

- *What are values and how are our values influenced?*

- b. Use Student Activity Sheet #3: **What Matters Most to Me** to explore value systems. Discuss why each student is likely to have different answers to the questions. Discuss why all answers are correct.
- c. Hand out 3 x 5 index cards to all students and ask them to think of a value to add to the values already discussed. Post the additional values around the room.

## 5. Explain how values influence decision-making. (Competencies PS/A-2, PS/A-3)

- a. Make predictions about the decisions each person would make in the following situations based on the values listed. Discuss how each person's values might influence the decision. Would a person with a different value make the same decision in the same situation, or choose a different action?

Value	Situation
Career	Jan receives a job offer for a promotion that will require her to move 450 miles away from her family. Should she accept this offer?
Honesty	Ryan knows that his friend Danny stole some money from Ryan's sister when he visited last week. He only took \$5.00 and Danny is a good friend. Should Ryan tell his sister what he knows, or let it go?
Popularity	Kelley wants to be Junior class president. She earns A's in most of her classes and has been on the honor roll for the past two years. She is worried if the other students think she is too smart, they may not vote for her as class president. Should Kelley let her grades slide a little so the other students will like her more and vote for her?
Freedom	Adam's friends are planning to all attend the same college after high school. They want to live together in the same residence hall for the first year and then all rent an apartment together later. They are pressuring Adam to join them in their plans. What should he do?

## 6. Use planning and goal-setting strategies. (Competency PS/A-3)

- a. Hand out copies of the FCCLA Planning Process in this unit. Discuss each stage of the planning process.

### **Questions for Discussion/Formative Assessment**

- *What is a reasonable goal?*
- *How can you figure out what resources you have and what resources you need?*
- *Why is it important to write out a plan?*

- b. Set one realistic goal that can be achieved in one or two weeks. Use the FCCLA Planning Process to make a plan to achieve the goal. (Examples might include increasing physical activity to 20 minutes every day; cleaning up a room or closet to get organized; develop a resume and apply for at least two summer jobs; research four colleges and compare degree programs and costs.) Keep a journal of your progress toward the goal. Evaluate the outcome at the end of the time.

## Summative Assessments

### Paper and Pencil

1. Use the Lifetime Wellness Plan from the Implementation Handbook for Family and Consumer Sciences, Section 6, available online at:  
[http://dese.mo.gov/divcareered/facs\\_curriculum.htm#Implementation\\_Handbook\\_for\\_FCS/](http://dese.mo.gov/divcareered/facs_curriculum.htm#Implementation_Handbook_for_FCS/) (Competencies PS/A-1, PS/A-3)
2. Use Activity Sheet #4: **Which Values Influenced These Decisions** to assess student's understanding. A list of values is provided on Activity Sheet #2: **Developing a Value System** in this unit. (Competency PS/A-3)

### Classroom Experiences

1. FCCLA Activity. Develop a student project focusing on setting goals for managing stress and balancing multiple demands. The project should demonstrate good planning and management skills. (Competencies PS/A-2, PS/A-3)

### Application to Real-Life Settings

1. Write a one-page paper explaining one thing you would like to manage better in your own lives. It may be money, time, or other resources. Develop written goals and a plan of action to get started. (Competencies PS/A-2, PS/A-3)
2. Evaluate how time is spent each day, by creating a pie chart illustrating how much time is devoted each day to various activities. You may set the specific categories such as School, Physical Activity, Homework, Part-time Job, etc., or create your own individual categories. Write a paragraph summary of how effectively the time is used. (Competencies PS/A-1, PS/A-2, PS/A-3)

## FCCLA PLANNING PROCESS

### Identify Concerns



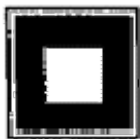
- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

### Set a Goal



- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

### Form a Plan



- plan how to achieve goal
- decide who, what, where, when, why and how

### Act



- carry out project
- decide who, what, where, when, why and how

### Follow Up



- evaluate project
- thank people involved
- recognize participants

## Fact Sheet #1



### A Day in the Life...

Ellen is a single parent with two children. Caleb is 7 years old and Kyle is 5 years old. Ellen's great-grandmother also lives with them. Virginia is 79 and no longer drives, although she is able to care for herself and help out around the house with light tasks. Ellen has to juggle her time to take care of both boys and be available when her great-grandmother needs help.

Ellen is a real estate agent. She works for a company near where she lives and she is able to do some work from home. She also works on weekends, evenings, or holidays if a client calls and wants to see a piece of property for sale.

It is difficult to describe a typical day for Ellen since her work may not follow a predictable pattern. Here is one example of how her day unfolds:

6:00 am	Wake up, shower, and dress.
6.45 am	Wake up boys and help them dress for school.
7:30 am	Prepare breakfast.
8:15 am	Drive boys to school.
9:00 am	Arrive at work to check messages, return phone calls, complete paperwork.
9:20 am	Receive a phone call from a client who wants to view a property over lunch.
9:30 am	Contact property owner to arrange showing over lunch; begins to review property information before showing.
9:50 am	Discover an important document on the property was not filled out earlier. Contacts the owner to set up earlier time to come by for the information.
11:00 am	Drive to the property to meet with the owner before the possible buyer arrives. Fill out missing paperwork and answer questions to update the owner on efforts to sell the home.
11:55 am	Clients arrive to view the property. They are from out-of-town and have a number of questions about the neighborhood, schools, and other similar homes. Ellen spends the next three hours driving them to two other possible homes to view. They decide to think about it and call her back later in the day.
3:30 pm	Leave the office to pick up the boys at school.
4:00 pm	Caleb has a swimming lesson for 45 minutes. Take vacuum cleaner to the repair shop during the swimming lesson.
4:45 pm	Pick up Caleb and drive home.
5:30 pm	Client calls to discuss making an offer on one of the houses.
6:30 pm	Begins preparing dinner and talks with Grandma Virginia about her day. She realizes she never got a break for lunch.
8:30 pm	Tucks the boys into bed after their showers and a story.
9:00 pm	Collapses in a chair to take a break at the end of a long day.



## Fact Sheet #1 – Continued



### Working Together as a Family...

Matteo and Justina own a local restaurant. They have one daughter, Mindy, who is 11. As small business owners, they have to be at the restaurant most of the time to make sure everything operates smoothly. The restaurant serves lunch and dinner Monday through Sunday from 11:00 am to 8:00 pm. They have two part-time assistant managers so Matteo and Justina do not have to work seven days each week.

Mindy plays softball in the summer and participates in gymnastics all year. Next year when she enters 6th grade, she will be allowed to stay home alone sometimes. For now, she comes to the restaurant after school or practice.

Each day is hectic as they balance family needs with inflexible work demands. It takes strong management skills and good communication. Here is a typical day:

7:00 am	Wake up and get dressed
7:30 am	Family breakfast and discussion of the day's schedule. This is the only quiet time the family has each day to talk about school, work, and make plans.
8:00 am	Justina drops Mindy off at school on her way to the bank. She runs errands if needed on her way to work. Matteo goes on ahead to the restaurant to check the inventory and place orders for the next couple of days.
9:00 am	Justina arrives at the restaurant and begins setting up for the lunch crowd. Matteo is already beginning the food preparation. Various delivery trucks stop by with grocery orders, clean linens, and other supplies.
10:30 am	One last inspection around the seating area to make sure everything is set for the doors to open.
10:50 am	Open for lunch. A steady crowd will keep everyone busy until about 1:30. After that a few customers will arrive for late lunches, but they are not usually as hurried.
2:30 pm	Justina is interviewing two applicants for a position helping in the kitchen. They arrive about half an hour apart.
3:30 pm	Justina leaves to pick up Mindy after school.
4:00 pm	Justina drives Mindy to gymnastics.
5:00 pm	Justina and Mindy arrive at the restaurant just as the dinner crowd begins to arrive. Mindy picks up an after school snack from the kitchen and goes into the office to finish writing a book report that is due tomorrow. She also works on a map of the United States.
7:30 pm	The dinner crowd is slowing down. Mindy helps out with small jobs like watering the plants and removing the daily special signs from the empty tables.
8:00 pm	Justina and Mindy leave for home. Matteo will follow as soon as he has everything shut down and locked up.

## Fact Sheet #1 – Continued



### Looking Out for Each Other...

Micha and her sister, Ciara, live with their grandmother. Micha is the oldest; she is 14 and she does a lot to help out around the apartment. They live in a large city where public transportation allows them to go in different directions to get everything done during the day. Grandma June works as a pediatric nurse at Community General Hospital. Several years ago, she volunteered for the night shift so that she could be at home in the afternoons when the girls got out of school. She used to pay a woman who lives in their apartment building to stay with the girls during the night. Now, Micha is old enough to manage on her own. Grandma June works from 11:00 pm to 7:00 am, getting home just in time to have breakfast with the girls before they leave for school.

Here is a typical day for Micha:

- 6:30 am Wake up, shower, and make sure Ciara also gets ready for school.
- 7:30 am Have breakfast ready when Grandma June gets home from work.
- 8:00 am Micha and Ciara walk to the bus stop. They ride a public bus to their school.
- 8:40 am School begins.
- 2:50 pm School ends.
- 3:15 pm Choir practice. Ciara usually waits at school with Micha.
- 4:00 pm Both girls catch the bus home.
- 4:30 pm Micha finishes her homework before dinner and helps Ciara gather research for a history paper.
- 6:00 pm Grandma June and the girls sit down to dinner.
- 7:00–9:30 pm Micha baby-sits for two small children. Mrs. White lives in Micha's apartment building and takes a class at the community college that meets two nights each week. Micha baby-sits for her those two evenings.
- 10:00 pm Micha gets ready for bed. Grandma June tucks the girls in each night before she leaves for work.

## Fact Sheet #2

### Problems, Problems, Problems

There are various types of problems that you are familiar with. Here are three that we will use in this class. Compare the similarities and differences among each. It is important to see how we use a different strategy to solve each type of problem.

<i>Technical or Scientific Problems</i>	<i>Management Problems</i>	<i>Practical Problems</i>
1. Define the problem	1. Identify concerns	1. Identify the primary problem <ul style="list-style-type: none"> <li>• What do I know?</li> <li>• What do I need to know?</li> <li>• What should I do about this problem?</li> </ul>
2. Collect relevant information	2. Set a goal	2. Evaluate facts <ul style="list-style-type: none"> <li>• Determine reliability</li> <li>• Determine relevance</li> </ul>
3. Form a hypothesis	3. Form a plan	3. Analyze alternatives and consequences for each
4. Experiment to test your hypothesis	4. Take action based on the plan	4. Select the best choice taking into account the consequences for self and others
5. Observe and record data	5. Evaluate the outcome of the plan of action	5. Outline a plan and take action
6. Draw conclusions based on your findings		6. Evaluate the results of actions taken

**Fact Sheet #3****Characteristics of Good Thinkers**

Good Thinkers demonstrate specific behaviors when they are making decisions about complicated practical, everyday problems. Practical problems are complex and often involve value judgments. We must be a Good Thinker to solve practical problems.

Here are some guidelines to help you. Good Thinkers are:

1. Complex thinkers who
  - Believe there may be many “right” answers or alternatives
  - Accept alternate points of view
  - Use and search for evidence to support or reject points of view
  - Anticipate and evaluate consequences of actions
  - Evaluate alternative actions using a variety of criteria
2. Reflective, persistent, and deliberate when necessary
3. Rational and can rise above emotional reactions to make decisions
4. Confident that thinking before acting is important
5. Intellectual and use standards and criteria to evaluate thinking
6. Ethical thinkers who
  - Are sensitive to ethical actions and aware of consequences for unethical actions
  - Are concerned about the interests of others as well as their own interests

Adapted from the *Resource Management Resource Guide*, Ohio Vocational Instructional materials, Columbus, Ohio, 1993.

## Competency PS/A-1 Activity Sheet #1

Name \_\_\_\_\_

### Managing My Resources

Knowing what resources you have and how to use them is what management is all about. The management process involves making decisions about how to use your resources to reach your goals. Read each example below. Mark an "X" in the box to indicate whether you think the person used good management skills or poor management skills.

Good      Poor

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Bethany has a limited food budget. To save money, she clips food coupons and reads newspaper sale ads. She makes a list prior to grocery shopping.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Alonso wants to increase his physical activity to help lower his cholesterol. He plans to walk 20 minutes each day. As a single parent who wants to spend time in the evening with his children, he chooses to walk during his lunch hour.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Trisha likes to come home to a warm, cozy apartment. She leaves the thermostat turned to the same temperature whether she is at work or at home. That way she doesn't have to wait for the apartment to warm up when she returns.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Charlie is handy at repairing broken things. He is retired now and lives on a fixed income. Twice a month, he visits a local child care center to collect broken toys. He repairs them during his spare time and returns them as good as new.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Mary Ann has a hectic and unpredictable work schedule and rarely prepares food at home. She prefers to eat out for lunch and dinner. This provides more flexibility in her schedule.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Jennifer's community has a new recycling center for aluminum. She purchased a large trash can to keep in her garage just for old aluminum cans she finds. Once a week, she picks up trash in a local park and recycles the aluminum cans she finds. She is saving the money she earns from the recycling center to buy a new computer.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Parker is an FCCLA member who is in charge of the Parent's Morning Out child care fund raiser. He has written out a work schedule for e member who is helping with the fundraiser. Each volunteer will have a work assignment as well. The assignments will include who is responsible for helping when parents sign their child in, who is helping prepare snacks, and who will organize fun activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Courtney likes to dry flowers from her mother's garden by pressing the blooms between pages in a book. She has a shoe box nearly filled with her dried blooms. For her next birthday party, she decides to create her own party invitations by gluing the dried flowers onto construction paper.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Rusty has been saving to buy a digital camera. He almost has enough money saved for the purchase. He decides to go to the public library to research the consumer information on various brands before going to the camera store.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Leslie can't afford to buy a costume for the party her friend is hosting, so she decides not to attend.  |

**Competencies PS/A-1, PS/A-3  
Activity Sheet #2**

Name \_\_\_\_\_

## Developing a Value System

A Value System develops over time and can change over time. Our values are influenced by those around us and significant events in our life. A list of some values is provided below. Review the list and determine if this value is significant to you, and if so, who influenced it. Place an "X" in each column if that value is important to you. You may have no "X's" on some values and more than one "X" for others.

Value	Family	Friends	Community/Neighbors	Teachers/Religious Leaders
Achievement				
Career				
Creativity				
Education				
Family Life				
Forgiveness				
Freedom				
Happiness				
Health				
Honesty				
Integrity				
Intelligence				
Justice				
Knowledge				
Love				
Loyalty				
Physical Ability				
Pleasure				
Popularity				
Recognition/Fame				
Religion				
Service to Others				
Traditions				
Truth				
Wealth				
Wisdom				

## Competencies PS/A-1, PS/A-3 Activity Sheet #3

Name \_\_\_\_\_

### What Matters Most to Me

Your values determine the actions you take, the goals you set, and the decisions you make in life. Values vary from person to person. Your values define what matters most to you. There is no right answer to these questions; the right answer is determined by what you believe is important.

1. List four valuable possessions that you would want to take with you if your home caught on fire.

_____	_____
_____	_____

2. List four values that you believe describe what it means to be an American.

_____	_____
_____	_____

3. List four values that you have as a teen that you did not have when you were in elementary school.

_____	_____
_____	_____

4. List six values that you would use to describe yourself to someone who is meeting you for the first time.

_____	_____
_____	_____
_____	_____

5. List four values that you believe are important to your parents.

_____	_____
_____	_____

## Competency PS/A-3 Activity Sheet #4

Name \_\_\_\_\_

### Which Values Influenced These Decisions

Your values help you make decisions about what to do and how to act. Read each situation below and list two values that you think would influence that person's decision.

1. Andrew told his friend Juan about a problem he was having at work. Bill wanted to know what Andrew said to Juan, but Juan decided to keep Andrew's problem private.

\_\_\_\_\_

2. Lance organized a group of students from his neighborhood to pick up trash in the park near them.

\_\_\_\_\_

3. Bethany was hoping to spend the night with her friend Rayanna. Bethany's parents said that if she did well on her science exam, she could sleep over. Rayanna offered to allow Bethany to look off her paper during the test to ensure she got a good grade. Bethany said she wanted to earn a good score on the test by herself.

\_\_\_\_\_

4. Charity is training for the varsity track team. She runs twice a day and is careful to eat balanced meals.

\_\_\_\_\_

5. Paige was invited to join her friends at the mall after school on Friday. She said she would like to join them another time, but Friday she had plans with her family to leave for a weekend camping trip.

\_\_\_\_\_

6. No one saw Kelvin pick up a \$20.00 bill from the cafeteria floor. On his way to class, he stopped by the office to turn the money in.

\_\_\_\_\_

7. Sarah enjoys swimming. She swims after school two days a week at the community recreation center, and she leads a water aerobics class for senior citizens.

\_\_\_\_\_

8. Zoe's friends paid \$70.00 for a popular new brand of jeans. Zoe chose to save more money by buying a less popular brand. She used the savings to buy a pair of new shoes also.

\_\_\_\_\_

9. Tyler decided to go home soon after he arrived at a friend's party because some of the people at the party were over 21 and brought alcohol with them.

\_\_\_\_\_

10. When Ruth and Olivia came home from school, they are usually hungry. Ruth often chooses chips and soda for a snack. Olivia prefers to snack on fruit or yogurt.

\_\_\_\_\_