

# Family and Consumer Sciences

## Mission and Vision Statement

### Mission Statement

The national mission statements, adopted in 1994 by the Family and Consumer Sciences Division of the American Vocational Association, provide additional details that Indiana adopted as foundational to the state Family and Consumer Sciences Education program: "The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

### Family and Consumer Sciences Education Vision Statement

The foundation for the development of the current Family and Consumer Sciences Education program in Indiana was laid with Indiana's adoption of the national vision statement:

"Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships."

### Philosophy of Beliefs

The discipline of Family and Consumer Sciences has as its central focus preparing individuals to become independent, to assume family roles, to contribute to the good of the community and society, to balance work and family, and to transfer personal skills to the workplace.

### Indiana Academic Standards:

<https://www.doe.in.gov/standards/cte-family-and-consumer-sciences>

### Course Descriptions:

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward

adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

***Advanced Child Development*** is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

***Advanced Nutrition and Wellness*** is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

***Child Development*** is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

***Housing and Interior Design*** is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

***Interpersonal Relationships*** is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

***Nutrition and Wellness*** is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

***Preparing for College and Careers*** addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing

graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

## **Adult Roles and Responsibilities**

### **Course Outline**

- I. Who are You
  - A. Determine and analyze personal values, abilities, and goals.
  - B. Determine and analyze personal career paths.
  
- II. Decision Making
  - A. Identify and explore consequences for poor decision making.
  - B. Identify and explore positive decision making.
  
- III. Consumerism
  - A. Identify and explain marketing techniques used in various types of media.
  - B. Compare and contrast brand and generic products.
  - C. Evaluate various marketing techniques.
  - D. Dissect media and its effectiveness.
  
- IV. Dream Vacation
  - A. Determine resources available in planning a vacation.
  - B. Analyze various cost options.
  - C. Select options for all needs on a vacation.
  - D. Calculate a total vacation cost.
  
- V. Kitchen and Cooking Skills
  - A. Identify common kitchen utensils and appliances.
  - B. Demonstrate proper use of common utensils and appliances.
  - C. Demonstrate proper safety and sanitation within a kitchen.
  - D. Demonstrate the ability to read and follow a recipe.
  - E. Demonstrate the ability to problem solve and think critically while cooking or modifying recipes.
  - F. Create basic foods that are nutritious, aesthetically pleasing, and time and cost effective.
  
- VI. Life Simulation
  - A. Applications
  - B. Interviews
  - C. Budgeting
  - D. Demonstrate knowledge and ability in check and deposit writing.
  - E. Demonstrate ability to reconcile a checkbook.
  - F. Analyze and calculate payroll and deductions.
  - G. Demonstrate knowledge in purchasing a vehicle.
  - H. Demonstrate knowledge in selecting housing.

- I. Determine personal and household needs of a family including the financial responsibilities.

### **Instructional Resources**

Resources are teacher created

### **Classroom Assessments**

Observations  
Quizzes  
Tests  
Oral Reporting  
Demonstration  
Simulation  
Presentation  
Research  
Construction  
Projects  
Discussion

### **Advanced Child Development and Parenting**

#### **Course Outline**

##### I. Pre-School Aged Children

- A. Intellectual development <sup>[L]</sup><sub>[SEP]</sub>
- B. Physical development <sup>[L]</sup><sub>[SEP]</sub>
- C. Social development <sup>[L]</sup><sub>[SEP]</sub>
- D. Emotional development <sup>[L]</sup><sub>[SEP]</sub>

##### II. Child Abuse

- A. Signs
- B. Prevention

##### III. Disability Awareness<sup>[L]</sup><sub>[SEP]</sub>

- A. Various learning disabilities
  1. Assistive techniques
  2. Physical disabilities
  3. Assistive technologies

##### IV. Children's Media

1. Adult innuendo

- a. Evaluate children's media for learning concepts

## V. Parenting skills/techniques

2. Evaluate various parenting skills
3. Evaluate various discipline techniques

## **Instructional Resources**

Resources are teacher created

## **Classroom Assessments**

Observations

Quizzes<sup>[L]</sup><sub>[SEP]</sub>

Tests<sup>[L]</sup><sub>[SEP]</sub>

Oral Reporting

Demonstration

Simulation

Presentation

Research

Construction Projects

Discussion

## **Advanced Nutrition and Wellness**

### **Course Outline**

- A. The Life of Food
- B. Special Menus
  1. Diabetic
  2. Low Fat
  3. Vegan
  4. Vegetarian
- C. Growing Food with New Technologies
- D. Diet Fads
- E. Local Health Standards
- F. Food Science Labs
- G. Cultural Influences on Food Choices
- H. Influences on Foods-Related Behaviors
- I. Garnishing

## J. Food Labs

### **Northwestern Local Standards**

See units on Garnishing and Food Labs

### **Instructional Resources**

All resources are teacher created

### **Classroom Assessments**

Observation

Tests

Quizzes

Oral reporting

Demonstration

Simulation

Research

Presentation

Construction

Worksheets

Discussion

### **Child Development and Parenting**

#### **Course Outline**

##### A. Teen Pregnancy

This unit covers the following state standards: **2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5**

1. Differentiate myths and realities of teen pregnancy.
2. Analyze current laws related to establishing paternity.
3. Examine parenting roles, expectations, and responsibilities.
4. Compare and contrast the impacts on the family and the individual of teen pregnancy and prepared planned pregnancies.
5. Identify and explain biological processes related to conception.

##### B. Sexually Transmitted Diseases and Birth Control

This unit covers the following state standards: **2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 6.4**

1. Identify and explain various types of birth control.
2. Identify and explain multiple sexually transmitted diseases.
3. Identify and analyze the transmission of sexually transmitted diseases.

##### C. Pre-natal Development

This unit covers the following state standards: **2.1, 2.2, 2.5, 4.3, 4.4, 6.2, 6.3**

1. Describe prenatal development.
2. Explain how personal characteristics are inherited.
3. Define and explain multiple births and how they occur.
4. Define and explain alternate fertility options.

#### D. Birth Defects

This unit covers the following state standards: **1.3, 4.4, 5.5, 6.5**

1. Define and explain various birth defects.
2. Identify environmental hazards during pregnancy.
3. Explain the effects of various environmental hazards on the unborn child.

#### E. Pregnancy

This unit covers the following state standards: **2.1, 3.1, 4.4**

1. Explain how women can care for their own health and for the health of their developing baby during pregnancy.
2. Identify and analyze the preparations that expectant parents should make before the arrival of their baby.
3. Describe the various options parents have in the delivery of their baby.

#### F. Labor and Birth

This unit covers the following state standards: **2.1, 2.2, 6.2, 6.3**

1. Define and explain the three stages of labor.
2. Describe and explain a common newborn examination.
3. Define and explain the growth and development of premature babies.

#### G. Physical Development of Infants

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Explain the basic patterns of physical development.
2. Describe the physical growth during infancy.
3. Describe the development of the senses during infancy.
4. Identify and explain the nutritional needs of an infant.

#### H. Social/Emotional development of Infants

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Recognize the signs of healthy emotional development in infants and explain how such development can be fostered.
2. Describe healthy social development of infants and identify the conditions and attitudes that encourage such development.

#### I. Intellectual Development of Infants

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe and explain intellectual development during infancy.
2. Identify and explain approaches and attitudes parents can use to encourage learning during infancy.
3. Design and create an object that promotes intellectual development for infants.

#### J. Physical Development of Toddlers

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe the changes in an average toddler's height, weight, posture, and proportion.
2. Identify and explain fine and gross motor skills.
3. Plan meals appropriate for toddlers.
4. Identify good and bad characteristics of children's clothing.

#### K. Social/Emotional Development of Toddlers

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe and explain general patterns of emotional and social development in toddlers.
2. Identify common emotions of toddlers.
3. Explain the importance of a positive self-concept and identify ways it can be developed.
4. Describe effective discipline techniques.

#### L. Intellectual Development of Toddlers

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe various methods of learning.
2. Explain how toddlers develop an understanding of concepts.
3. Define and explain the seven basic elements of intellectual activity.
4. Suggest ways to encourage toddlers to learn.
5. Select and analyze safe, age appropriate toys that promote learning as well as physical and social skills.
6. Describe how toddlers develop speech patterns.

#### M. Physical Development of Pre-schoolers and School Age Children

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Identify normal physical growth for children ages four to six.
2. Describe motor skill development for children ages four to six.
3. Explain the importance of good nutrition for children ages four to six and tell how healthy eating habits can be encouraged.

#### N. Social/Emotional Development of Pre-schoolers and School Age Children

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe general patterns of emotional and social development in children ages four to six.
2. Give examples of the causes of and responses to anger, fear, and jealousy in children ages four to six.
3. Explain how school affects a child's emotional and social development.
4. Describe how children learn a sense of right and wrong.

#### O. Intellectual development of Pre-schoolers and School Age Children

This unit covers the following state standards: **1.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1**

1. Describe the characteristics of intellectual development of children ages four to six.
2. Give examples of ways children can learn from everyday life.

#### P. Baby Think It Over

This unit covers the following state standards: **1.1, 1.2, 1.4, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 6.1**

1. Demonstrate how to safely hold, burp, feed, and change an infant.
2. Determine and demonstrate the time, effort, and financial implications of caring for an infant.
3. Demonstrate management and problem solving processes when addressing problems related to child care.

### **Classroom Assessments**

Observation

Tests

Quizzes

Oral reporting

Demonstration

Simulation

Research

Presentation

Construction

Worksheets

Discussion

## **Housing and Interior Design**

### **Course Outline**

## A. Roof Styles

This unit covers the following state standards: **none are required**

1. Identify various roof styles.
2. Select examples of various roof styles.

## B. Housing Styles

This unit covers the following state standards: **1.1, 2.1, 2.2, 2.3, 2.4**

1. Identify various housing styles.
2. Select examples of various housing styles.

## C. Elements and Principles of Design

This unit covers the following state standards: **1.1, 4.1, 5.3**

1. Identify and explain principles of design.
2. Identify and explain elements of design.
3. Select examples of principles of design.
4. Select examples of elements of design.
5. Create and design rooms implementing the elements and principles of design.

## D. Color

This unit covers the following state standards: **1.1, 4.1, 5.3**

1. Identify and define primary, secondary, and tertiary colors.
2. Create multiple colors.
3. Define, explain, and demonstrate tinting and shading of colors.
4. Identify and define color harmonies.
5. Create color harmonies.
6. Evaluate color harmonies for the effects on mood and atmosphere.

## E. Diorama

This unit covers the following state standards: **1.1, 1.4, 4.1, 5.3**

1. Create and construct a room implementing knowledge of color and principles and elements of design.

## F. Miscellaneous projects

This unit covers the following state standards: **1.1, 1.2, 1.3, 1.5**

1. Demonstrate current practices in the design field.
2. Create and construct interior items implementing knowledge of color and principles and elements of design.

## G. Drafting and Design Project

This unit covers the following state standards: **1.1, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 5.5, 5.6, 5.7**

1. Identify and apply industry standard scales, symbols, techniques, and measuring.
2. Draft and design a home to meet the needs of a given family.
3. Apply knowledge of color and principles and elements of design.
4. Examine processes and costs of acquiring property

### **Northwestern Local Standards**

See the sections on roof styles and color.

### **Classroom Assessments**

Observation

Tests

Quizzes

Oral reporting

Demonstration

Simulation

Research

Presentation

Construction

Worksheets

Discussion

### **Interpersonal Relations**

#### **Course Outline**

- I. Self Identification
  - A. Personal strengths and weaknesses
  - B. Personal character traits
  - C. Personal accomplishments
  - D. Personality traits
  - E. Personal values
  - F. Family values
- II. Families
  - A. Families today/past
  - B. Interview parents
  - C. Family roles
  - D. Family communication
  - E. Family conflict resolution
- III. Communication
  - A. Verbal

- B. Nonverbal
- C. Listening
- D. Ambiguous language
- E. I messages
- F. Following directions

IV. Decision Making (topic varies depending on class)

- A. Alcohol
- B. Tobacco
- C. Sexually Transmitted Diseases
- D. Drugs

V. Relationships

- A. Healthy/unhealthy relationships
- B. Conflict resolution

VI. Goals

- A. Identify
- B. Plan
- C. Achieve

**Instructional Resources**

Resources are teacher created

**Assessments**

Observations  
Quizzes  
Tests  
Oral Reporting  
Demonstration  
Simulation  
Presentation  
Research  
Construction  
Projects  
Discussion

**Nutrition and Wellness**

**Course Outline**

## I. Food and Advertising

- A. Identify and explain how colors have an impact on food selection and hunger.
- B. Identify and categorize food marketing techniques.
- C. Construct a food advertisement using marketing techniques.
- D. Defend the effectiveness of marketing techniques.
- E. Define and summarize the “Language of Advertising.”
- F. Compare, contrast, and evaluate actual products with their advertisements.

## II. Food Labels

- A. Identify parts of a food label.
- B. Interpret and use a food label to determine nutritional and health benefits of the particular product.

## III. Unit Pricing

- A. Define and identify what a unit price is.
- B. Calculate unit prices.
- C. Compare and evaluate unit pricing in the purchasing process.

## IV. Portion Sizes and the USDA Dietary Guidelines

- A. Identify and summarize the new USDA dietary guidelines.
- B. Compare and contrast common portion sizes to recommended portion sizes.
- C. Analyze the change in fast food portion sizes
- D. Evaluate the effects of growing portion sizes.

## V. Personal wellness and nutrition

- A. Determine personal energy needs.
- B. Analyze and evaluate overall personal diet and fitness.
- C. Construct a personal menu that meets personal diet and fitness levels as well as the USDA dietary guidelines.

## VI. Food Safety and Sanitation

- A. Identify improper safety and sanitation practices.
- B. Demonstrate proper safety and sanitation practices.
- C. Define and analyze sanitation practices that contribute to common food borne illnesses.

## VII. Measuring

- A. Demonstrate proper measuring techniques

## VIII. Recipes and Menu Planning

- A. Identify necessary parts of a recipe.
- B. Construct a whole recipe from its parts.
- C. Plan a menu that meets USDA dietary guidelines, and select recipes that follow the plan and guidelines.
- D. Evaluate the nutritional value of recipes.
- E. Evaluate the preparation processes of a recipe.

## IX. Food Preparation

- A. Convert recipe yields.
- B. Modify recipes for health benefits/ challenges.

- C. Construct a recipe from leftovers.
- D. Select, use, and maintain food preparation and storage equipment.
- E. Select, prepare, and serve nutritious, safe, and aesthetically pleasing foods.
- F. Demonstrate collaborative work.

## **Instructional Resources**

Teacher created resources  
Various websites for diet analysis.

## **Assessments**

Observation  
Tests  
Quizzes  
Oral reporting  
Demonstration  
Simulation  
Research  
Presentation  
Construction  
Projects  
Discussion

## **Preparing for College and Careers**

### **Course Outline**

- I. Who are You
  - A. Determine and explore personal values.
  - B. Determine and explore personal interests.
  - C. Determine and explore personal abilities.
  - D. Determine and explore personal strengths and weaknesses.
  - E. Define and explain future wants/goals.
  
- II. Career Research
  - A. Identify and explore education, training, job outlook, and benefits of selected career.
  - B. Determine employment opportunities for selected career.
  - C. Create a personal career path/plan.
  - D. Conduct an interview on someone in selected or assigned career areas.
  - E. Explore options that match personal values, interests, and abilities.
  
- III. Critical Thinking
  - A. Demonstrate the ability to solve problems.
  - B. Demonstrate critical thinking.

- C. Demonstrate creative thinking and reasoning.
- D. Demonstrate effective communication skills.
- E. Demonstrate respect and cooperative work.

#### IV. Communication

- A. Define and demonstrate effective personal space.
- B. Define and demonstrate an effective handshake.
- C. Identify and demonstrate good listening skills.
- D. Identify and demonstrate good verbal skills.
- E. Identify and demonstrate non verbal skills.
- F. Evaluate the effectiveness of listening, verbal, and non verbal skills in the workplace.

#### V. Applications and Interviews

- A. Demonstrate appropriate business attire for an interview.
- B. Apply interview and application knowledge to actual processes.
- C. Evaluate job applications.

### **Instructional Resources**

Resources are teacher created

### **Classroom Assessments**

Observations

Quizzes

Tests

Oral Reporting

Demonstration

Simulation

Presentation

Research

Construction

Projects

Discussion